

Missouri School Improvement Program

Understanding Your Annual Performance Report (APR)

2010-2011
2010 4th Cycle APR

Version 10

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A guide to the sources and calculations used in developing your APR

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SCORING GUIDE MEASURES

During the 4th Missouri School Improvement Program (MSIP) Cycle, performance determines the accreditation level of a school district. Performance standards will be evaluated using status and progress measures to determine if a standard is met. Status and progress points are combined to determine if a standard is met, unless no progress points are possible. Progress points toward meeting a standard are earned for the method awarding the maximum number of points for the district.

The detailed scoring guides for each performance standard are outlined in the section titled “**SCORING GUIDES**”.

STATUS MEASURES

Status measures the district’s level of achievement based upon a five-year average of performance data, unless five years of data are not available. Status is divided into five levels as follows:

High 1 – 1 standard deviation above the mean for the state

High 2 – 1/3 of 1 standard deviation above the mean for the state

Average – Mean for the state

Below Average – 1/3 of 1 standard deviation below the mean for the state

Floor – 1 standard deviation below the mean for the state

Note: The status levels for the Attendance and Career Education Course standards were established at 1/3 of 1 standard deviation below the levels cited above. The status levels for grade-level MAP assessments were lowered in 2007 by .175 from the 2006 levels.

PROGRESS MEASURES

Progress measures the district’s improvement over a five-year period. Progress is measured in the following ways: **Annual** – This method measures improvement from year to year. **Rolling Average** – This method measures improvement by comparing two-year averages. Years 1 and 2 are averaged, years 2 and 3 are averaged, years 3 and 4 are averaged, and years 4 and 5 are averaged; these averages are then compared to determine the amount of improvement.

Example:

Grades 3-5 Math	Year 1	Year 2	Year 3	Year 4	Year 5
Index Score	195.6	192.1	196.8	209.6	213.9

For the above scores, the rolling average would be calculated as follows:

➤ **STEP 1** – Add the score for each year to the score for the following year.

Years 1 and 2: $195.6 + 192.1 = 387.7$

Years 2 and 3: $192.1 + 196.8 = 388.9$

Years 3 and 4: $196.8 + 209.6 = 406.4$

Years 4 and 5: $209.6 + 213.9 = 423.5$

- **STEP 2** – Divide each of the preceding sums by 2 to determine the two-year average.
Years 1 and 2: $387.7 \div 2 = 193.85$
Years 2 and 3: $388.9 \div 2 = 194.45$
Years 3 and 4: $406.4 \div 2 = 203.2$
Years 4 and 5: $423.5 \div 2 = 211.75$
- **STEP 3** – Compare the two-year averages to determine the number of scoring points earned using the rolling average method.

Grades 3-5 Math	Yr 1-Yr 2 Average	Yr 2-Yr 3 Average	Yr 3-Yr 4 Average	Yr 4-Yr 5 Average
Two-Year Average	193.85	194.45	203.2	211.75

For grade span math, a district earns 4 progress points for each increase of 2 index points or more on the rolling average. In this example, the index score increases by .6 from the first to the second comparison, by 8.75 from the second to the third comparison, and by 8.55 from the third to the fourth comparison. A district with these scores would earn 8 progress points using the rolling average method.

3 over 2 - This method measures improvement by comparing the average of the latest 3 years of data with the average of the first two years of data.

Example:

Grades 3-5 Math	Year 1	Year 2	Year 3	Year 4	Year 5
Index Score	195.6	192.1	196.8	209.6	213.9

For the above scores, the 3 over 2 method would be calculated as follows:

- **STEP 1** – Add the score for the first two years of data and the latest 3 years of data.
Years 1 and 2: $195.6 + 192.1 = 387.7$
Years 3, 4 and 5: $196.8 + 209.6 + 213.9 = 620.3$
- **STEP 2** – Divide preceding sums for years 1 and 2 by 2 and the sum for years 3, 4, and 5 by 3 to determine the average.
Years 1 and 2: $387.7 \div 2 = 193.85$
Years 3, 4 and 5: $620.3 \div 3 = 206.8$
- **STEP 3** – Compare the two-year average and the three-year average to determine the number of scoring guide points earned using the 3 over 2 method.

Grades 3-5 Math	Yr 1-2 Average	Yr 3, 4, & 5 Average
Average Index Scores	193.85	206.8

For grade span math, a district earns 8 progress points for an increase of 6 index points or more on the 3 over 2 method. In this example, the index score increases by 12.95 index points. A district with this score would earn 8 progress points using the 3 over 2 method.

Standard 9.1

Indicators 1, 2, 3, 4, 5 and 6 (MAP)

Source of data used in the Missouri Assessment Program (MAP) calculation: Data are obtained from CTB McGraw-Hill, which is the contracted testing publisher for the grade-level assessments; from Riverside Publishing Company(RPC), which is the contracted testing publisher for the end-of-course assessments; and from the Assessment Resource Center (ARC), which is the contracted testing publisher for the Missouri Assessment Program-Alternate (MAP-A). These data files are used to create online reports for district use.

Notes:

- If the MAP testing schedule is reconfigured, the MAP scoring guidelines may be redesigned to maintain the continuity of MAP measurement for MSIP purposes.
- All MAP performance data are reported to the nearest tenth.
- MAP data for K-8 districts include only two grade spans (3-5 and 6-8).

MEASURING MAP

The MAP Performance Index (MPI) is used to evaluate MAP performance. The index approach calculates the movement of students throughout all MAP achievement levels. Data are analyzed by grade span (3-5, 6-8, and 9-11) for each subject area using status and progress measures. During the fourth cycle of MSIP, more than five years of test data will be analyzed to account for implementation of the state's new assessment systems beginning in 2006 for all grade spans and again in 2009 for grade span 9-11. Throughout the cycle, the weight of the test data gradually shifted to accommodate the change in the assessment system. In 2009, the points for grade span 9-11 were distributed among grade-span, grade-level and the end-of-course assessment data. In 2010, the points for grade span 9-11 are awarded using grade-level and end-of-course data only.

The status and progress methods are applied to each subject in each grade span. The progress method can only be applied when the same assessment is administered for two or more consecutive years. The method awarding the maximum total points from status (High 1, High 2, Average, Below Average, and Floor) and from progress (Annual, Rolling Average, and 3 over 2) is used for each subject area. The subject area/grade span standard is considered "met" for grades spans 3-5 and 6-8 if the grade level and grade span test data combined total 40 status points, 50 status plus progress points, or 40 status plus progress points and the bonus gap is met. The subject area/grade span standard is considered "met" for grade span 9-11 if the grade level and end-of-course test data combined total 40 status points, 50 status plus progress points, or 40 status plus progress points and the bonus gap is met.

Exclusions

Scores for ELL students who have been in the United States three years or less are disaggregated if the district codes a student as LEP/ELL first year monitoring, second year monitoring, receiving services or not receiving services AND identifies the Number of Months in USA as equal to or less than 36 on the MOSIS April Student Core Submission.

Grade Span Data

From the inception of the MAP through the 2004-2005 school year, the MAP assessments were administered to students for each subject area one time in each grade span (3-5), (6-8), and (9-11). These tests are **grade span assessments**. For MSIP purposes, the Mathematics and Communication Arts 2001-2005 grade span assessment data will be measured throughout fourth cycle for grade spans (3-5) and (6-8) and through the fourth year of the fourth cycle for grade span (9-11). These grade span assessments measure student achievement based upon five achievement levels: (Step 1, Progressing, Nearing Proficient, Proficient, and Advanced). The MPI calculation for the grade span assessment data is described on the next page.

Grade Level Data

Beginning with the 2005-2006 school year, the Mathematics and Communication Arts MAP assessments are administered to students each year in grades 3-8. From the 2005-2006 school year to the 2007-2008 school year, Mathematics MAP assessments were administered in grade 10 and Communication Arts assessments were administered in grade 11. These tests are **grade level assessments**. For MSIP purposes, the Mathematics and Communication Arts grade level test data will be measured beginning with the 2005-2006 school year. These grade level assessments measure student achievement based upon four achievement levels: (Below Basic, Basic, Proficient, and Advanced.) The MPI calculation for the grade level assessment data is described on the next page.

Comparing Grade Span Data with Grade Level Data

Districts **should not** try to make comparisons between the grade level test data and prior grade span test data using the MPI or percent proficient. The grade level tests are new tests that were developed with different cut scores for proficiency and with only four achievement levels compared with five.

End-of-Course (EOC) Data

Beginning with the 2008-2009 school year, the Algebra I EOC replaced the Mathematics grade 10 assessment requirement, the English II EOC replaced the Communication Arts grade 11 assessment requirement, and the Biology I EOC replaced the Science grade 11 requirement. These tests are **end-of-course** assessments. For MSIP purposes, these assessments will be measured beginning with the 2008-2009 school year. These end-of-course assessments measure student achievement based upon four achievement levels: (Below Basic, Basic, Proficient, and Advanced.) The MPI calculation for the end-of-course assessment data is described on page 6. The grade-level assessments for Mathematics grade 10, Communication Arts grade 11, and Science grade 11 remain in place for the MAP-Alternate assessment.

Comparing Grade Level Data with End-of-Course Data

Districts **should not** try to make comparisons between the end-of-course test data and prior grade level test data using the MPI or percent proficient. The end-of-course tests are new tests that were developed with different purpose, were designed for a different population, and different cut scores for proficiency were generated.

Science and Social Studies Data

During the 2002-2003, 2003-2004, 2004-2005, 2005-2006, and 2006-2007 school years, social studies and science assessments were not state-funded. Districts were allowed to choose whether or not to use local funds to administer one or both of these assessments. In 2007-2008 Science assessments became mandatory for grades 5, 8, and 11. In 2008-2009, Biology I replaced the Science 11 assessment. In 2009-2010, the Government end-of-course assessment became mandatory. Science and Social Studies data are used in the Subject Area and Voluntary EOC Bonus calculation in 2010. Please see the section title Subject Area and Voluntary EOC Bonus Points for more information.

MAP PERFORMANCE INDEX (MPI)

For each subject in each grade span, MSIP uses the index approach to compare improvement on the MAP. The index approach is based on a composite of the performance of all students across all MAP achievement levels. The assessment results in each subject tested for each year are converted to index points, and these index points are used to measure improvement from year to year.

MPI CALCULATION

The index is a single composite number that represents the performance of every student in all MAP levels in a tested subject for a defined grade span. Index points are calculated by first multiplying the percent of reportable students scoring in each achievement level for each subject and grade span by the values described below.

MPI Values for Grade Span Data (2001-2005)

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Multiply the percent Advanced by 3, percent Proficient by 2.5, percent Nearing Proficient by 2, percent Progressing by 1.5, and percent Step 1 by 1. These products are then summed to produce the MPI which ranges from 100-300. (See the Grade Span MPI Example Calculation on the next page.)

MPI Values for Grade Level Data (2006-2010)

For APR purposes, grade level assessments are measured by defined grade spans (3-5 and 6-8) (for 2006-2008, 9-11). The grade span MPI for the grade level assessments is determined by calculating the percent of students in each achievement level for all grades within a span. For example, the total number of reportable students in each achievement level in grades 3, 4, and 5 is divided by the total number of accountable students in grades 3, 4, and 5 to determine the percent of reportable students in each achievement level. Multiply the percent Advanced by 9, percent Proficient by 8, percent Basic by 7, and percent Below Basic by 6. These products are then summed to produce the MPI which ranges from 600-900. (See the Grade Level MPI Example Calculation on the next page.)

MPI Values for End-of-Course Data (2009- 2010)

EOC assessments are measured by defined course content (Algebra I, English II, Biology I, Government, Algebra II, Geometry, English I, American History). The EOC MPI is determined by calculating the percent of students, regardless of grade level, in each achievement level on each end-of-course assessment plus the percent of students in each achievement level on the high school MAP-A assessment. Multiply the percent Advanced by 9, percent Proficient by 8, percent Basic by 7, and percent Below Basic by 6. These products are then summed to produce the MPI which ranges from 600-900. (See the End-of-Course MPI Example Calculation on the next page.)

MPI Example Calculation - Grade Span Data

The following example shows how the index is calculated in a single subject and grade span:

- **STEP 1** – The percent of students in each performance level is determined for each year.

Level	Index Point Value	Year 1	Year 2	Year 3	Year 4	Year 5
Step 1	1.0	19.5%	20.2%	17.0%	16.9%	9.6%
Progressing	1.5	21.3%	20.5%	21.3%	14.0 %	20.0%
Nearing Proficient	2.0	27.0%	27.6%	28.0%	24.6%	25.4%
Proficient	2.5	12.9%	18.4%	18.5%	22.1%	23.0%
Advanced	3.0	19.3%	13.3%	15.2%	22.4%	22.0%

- **STEP 2** – The percentage of students in each performance level is multiplied by the index point value for each year.

Year 1	Year 2	Year 3	Year 4	Year 5
19.5 x 1.0 = 19.50	20.2 x 1.0 = 20.20	17.0 x 1.0 = 17.00	16.9 x 1.0 = 16.90	9.6 x 1.0 = 9.60
21.3 x 1.5 = 31.95	20.5 x 1.5 = 30.75	21.3 x 1.5 = 31.95	14.0 x 1.5 = 21.00	20.0 x 1.5 = 30.00
27.0 x 2.0 = 54.00	27.6 x 2.0 = 55.20	28.0 x 2.0 = 56.00	24.6 x 2.0 = 49.20	25.4 x 2.0 = 50.80
12.9 x 2.5 = 32.25	18.4 x 2.5 = 46.00	18.5 x 2.5 = 46.25	22.1 x 2.5 = 55.25	23.0 x 2.5 = 57.50
19.3 x 3.0 = 57.90	13.3 x 3.0 = 39.90	15.2 x 3.0 = 45.60	22.4 x 3.0 = 67.20	22.0 x 3.0 = 66.00
195.6 Index Points	192.1 Index Points	196.8 Index Points	209.6 Index Points	213.9 Index Points

- **STEP 3** - For scoring in each grade span, a grid is created and scoring guidelines are applied to the scores in the grid. An example appears in the grid below:

	Year 1	Year 2	Year 3	Year 4	Year 5	Status
Grades 3-5 Math	195.6	192.1	196.8	209.6	213.9	201.6

- **STEP 4** – Status is determined by adding the MPI of year 1, year 2, year 3, year 4, and year 5 and dividing by 5.

MPI Example Calculation - Grade Level Data

The following example shows how the index is calculated in a single subject and grade levels:

- **STEP 1** – The percent of students in each performance level is determined for each year. The total reportable for an achievement level is divided by the total accountable for the applicable grade level to obtain the percent reportable.

Achievement Level	Grade 3	Grade 4	Grade 5		Grades 3-5	Grades 3-5	Grades 3-5
	Number Reportable	Number Reportable	Number Reportable		Total Reportable	Total Accountable	Percent Reportable
Below Basic	10	15	20	=	45	130	34.6%
Basic	15	15	10	=	40	130	30.8%
Proficient	5	10	15	=	30	130	23.1%
Advanced	5	5	5	=	15	130	11.5%
		Total Accountable		=	130		

- **STEP 2** – The percentage of students in each performance level is multiplied by the index point value for each year.

Achievement Level	Index Point Value	Percent Reportable	MPI
Below Basic	6	34.6%	$34.6 \times 6 = 207.60$
Basic	7	30.8%	$30.8 \times 7 = 215.60$
Proficient	8	23.1%	$23.1 \times 8 = 184.80$
Advanced	9	11.5%	$11.5 \times 9 = 103.50$
			711.5 Index Points

The sum of each of these products for each subject tested is the index for that subject. The index measures improvement from one year to the next for each subject. The scoring guide defines the required improvement in index score from one year to the next.

- **STEP 3** - For scoring in each grade level, a grid is created and scoring guidelines are applied to the scores in the grid. An example appears in the grid below:

GRADE LEVEL	Year 1	Year 2	Year 3	Year 4	Year 5	Status
Grades 3-5 Mathematics	711.5	725	735	739.4	742.6	730.7

- **STEP 4** – Status is determined by adding the Grade Level MPI of year 1, year 2, year 3, year 4, and year 5 and dividing by the number of years.

MPI Example Calculation – End-of-Course Data

The following example shows how the index is calculated in a single content area for all grade levels:

- **STEP 1** – The percent of students in each performance level is determined for each year. The total reportable for an achievement level is divided by the total accountable for the applicable content area to obtain the percent reportable.

Achievement Level	Algebra I	MAP-A Math 10		Algebra I	Algebra I	Grades 3-5
	Number Reportable	Number Reportable		Total Reportable	Total Accountable	Percent Reportable
Below Basic	18	0	=	18	100	18.0%
Basic	24	1	=	25	100	25.0%
Proficient	35	2	=	37	100	37.0%
Advanced	19	1	=	20	100	20.0%
	Total Accountable		=	100		

- **STEP 2** – The percentage of students in each performance level is multiplied by the index point value for each year.

Achievement Level	Index Point Value	Percent Reportable	MPI
Below Basic	6	18.0%	$18.0 \times 6 = 108.00$
Basic	7	25.0%	$25.0 \times 7 = 175.00$
Proficient	8	37.0%	$37.0 \times 8 = 296.00$
Advanced	9	20.0%	$20.0 \times 9 = 180.00$
			759.00 Index Points

The sum of each of these products for each subject tested is the index for that subject. The index measures improvement from one year to the next for each subject. The scoring guide defines the required improvement in index score from one year to the next.

- **STEP 3** - For scoring in each content, a grid is created and scoring guidelines are applied to the scores in the grid. An example appears in the grid below:

End-of-Course	Year 1	Year 2	Year 3	Year 4	Year 5	Status
Algebra I	759.0	768.4				763.7

- **STEP 4** – Status is determined by adding the EOC MPI of years available, year 1, year 2, year 3, year 4, and year 5, and dividing by the number of years. Since only two years of EOC data are available in year four of fourth cycle, years 1 and 2 will determine Status for school year 2009-2010.

LEVEL NOT DETERMINED (LND)

This is the percent of students for whom the district is accountable who do not receive a valid MAP score in a subject or content area. Districts may not earn points toward meeting a MAP performance standard when the maximum percent of students in LND is exceeded. The MSIP LND criteria for the 2001-2005 grade span test data, the 2006-2010 grade level test data and the 2009-2010 end-of-course data are described below.

LND Criteria 2001-2005 data (grade span test data)

No points are awarded for grade span test data if the average LND in that subject area over the years analyzed exceeds 10%. If the LND in one or more years exceeds 14%, the average LND must be 10% or less **and** the LND in the final year of analysis must be 6% or less in order to earn scoring guide points. If grade span test data is not scored due to the LND percentage, the # symbol appears next to the subject area on the APR summary sheet.

LND Criteria 2006-2010 data (grade level test data)

No points are awarded for grade level test data if the LND is greater than 5% in the final year of analysis or if the average LND is greater than 5%. If grade level test data are not evaluated due to the LND percentage, the # symbol appears next to the subject area on the APR summary sheet.

LND Criteria 2009-2010 data (end-of-course test data)

No points are awarded for end-of-course test data if the LND is greater than 5% in the final year of analysis or if the average LND is greater than 5%. If end-of-course test data are not evaluated due to the LND percentage, the # symbol appears next to the subject area on the APR summary sheet.

Districts are required to assess all students in Algebra I, English II, Biology I, and Government.

Beginning in school year 2010-2011, districts will receive an LND for each student who graduates without a valid score or evidence of prior accountability fulfillment at the high school level in each content area.

LND and MAP-A Students

Beginning in 2004-2005, MAP-A students with a scorable MAP-A portfolio in a grade level tested on the MAP are assigned an achievement level.

LND and ELL Students

Scores for ELL students who have been in the United States three years or less are disaggregated if the district codes a student as LEP/ELL first year monitoring, second year monitoring, receiving services or not receiving services AND identifies the Number of Months in USA as equal to or less than 36 on the MOSIS April Student Core Submission.

LND Calculation Example:**Annual LND**

1. “Accountable Students” minus “Reportable Students” equals “LND Students”
2. “LND Students” divided by “Accountable Students” equals “Annual Percent of Students in LND”

Average LND

1. Sum of Annual Percent of Students in LND for all required years divided by the number of required years

	Year 1	Year 2	Year 3	Year 4	Year 5	Average LND
Accountable	50	45	52	60	50	
Reportable	45	40	49	58	49	
LND Students	5	5	3	2	1	
Percent of Students in LND	10.0%	11.1%	5.8%	3.3%	2.0%	

GAP BONUS POINTS

Districts have the opportunity to earn bonus credit toward meeting each MAP standard, using either a comparison of the MAP improvement of their minority population or their free and reduced-price lunch population with the state majority. **If either of the following conditions is considered “Met”, the district may meet the MAP standard IF the district has earned at least 40 Status + Progress points.**

Minority Comparison

The MAP scores of minority groups that include 20 or more students are aggregated to create an MPI for the minority population. The MAP improvement of the district's minority population from 2009 to 2010 is compared with that of the improvement of the state majority from 2009 to 2010. The bonus provision is considered "Met" if the improvement of the district's minority population is greater than the improvement of the state majority. The Gap Bonus "Met" alone does not mean the MAP standard is "Met". In addition, the district still must earn at least 40 Status + Progress points in order to meet the MAP standard.

Minority Calculation:

The district's data are examined to determine the minority groups (Hispanic, Black (not Hispanic), Asian/Pacific Islander, American Indian/Alaskan Native) in which 20 or more students were assessed in each grade span in 2009 and 2010. The data for those groups are aggregated to create a single MPI for comparison purposes. (See the MPI Grade Level Calculation, Steps 1-3 above to determine how to calculate the MPI.) The minority MPI for 2009 is compared with the minority MPI for 2010 to determine improvement. An MPI is calculated for the state majority group for 2009 and 2010 for comparison purposes. The 2009 MPI for the state majority is compared with the 2010 MPI for the state majority to determine improvement. If the district's minority population improved more than the state majority, the district meets the Gap Bonus provision.

Free and Reduced-Price Lunch Comparison

If the district's free and reduced-price lunch population includes 20 or more students, the MPI improvement of those students from 2009 to 2010 is compared with the improvement of the state non-free and reduced-price lunch population. The bonus provision is considered "Met" if the improvement of the district's free and reduced-price lunch population is greater than the improvement of the state non-free and reduced-price lunch population. The Gap Bonus "Met" alone does not mean the MAP standard is "Met". In addition, the district still must earn at least 40 Status + Progress points in order to meet the MAP standard.

Free and Reduced-Price Lunch Calculation:

The district's data are examined to determine if 20 or more free and reduced-price lunch students were assessed in each grade span in 2009 and 2010. The data for those groups are aggregated to create a single MPI for comparison purposes. (See the MPI Grade Level Calculation, Steps 1-3 above to determine how to calculate the MPI.) The free and reduced-price lunch MPI for 2009 is compared with the free and reduced-price lunch MPI for 2010 to determine improvement. An MPI is calculated for the state non-free and reduced-price lunch group for 2009 and 2010 for comparison purposes. The 2009 MPI for the state non-free and reduced-price lunch group is compared with the 2010 MPI for the state non-free and reduced-price lunch group to determine improvement. If the district's free and reduced-price lunch population improved more than the state non-free and reduced-price lunch group, the district meets the Gap Bonus provision.

EXAMPLE:

Missouri Assessment Program GAP BONUS	2009	2010	Improvement
9.1*1 Grades 3-5 Mathematics			
District Minority	717.0	720.0	3.0
State Majority	756.0	760	4.0
District Free- & Reduced-Price Lunch	720.0	735.0	15.0
State Non-Free- & Reduced-Price Lunch	764.2	768.4	4.2

In this example, the district's minority population did not improve as much as the state majority, so no Gap Bonus credit was awarded for the minority population. The district's free and reduced-price lunch population improved more than the state's non-free and reduced-price lunch population so Gap Bonus credit was awarded.

BONUS ACHIEVEMENT STANDARD

- Districts have the opportunity to meet an additional performance standard if any improvement is demonstrated in the MPI from 2009 to 2010 in a majority of the MAP standards (9.1*1-9.1*6).
 - To meet the Bonus Achievement Standard, school districts must demonstrate improvement in the MPI from 2009 to 2010 in three out of four standards 9.1*1-9.1*4 (K-8 Districts only) or four out of six standards 9.1*1-9.1*6. (K-12 Districts)

K-8 EXAMPLE:

Missouri Assessment Program GRADE LEVEL	2009	2010	Improvement
9.1*1 Grades 3-5 Mathematics	730.0	731.0	Yes
9.1*2 Grades 3-5 Communication Arts	707.3	704.6	No
9.1*3 Grades 6-8 Mathematics	786.0	786.1	Yes
9.1*4 Grades 6-8 Communication Arts	775.0	785.0	Yes

Missouri Assessment Program BONUS GRADE LEVEL ACHIEVEMENT	2009	2010
Number of MAP Standards Evaluated	4	4
Number Demonstrating Improvement		3
Percent of MAP Standards Improved		75%

**Bonus Achievement Standard is Met at 75%.

K-12 EXAMPLE:

Missouri Assessment Program GRADE LEVEL	2009	2010	Improvement
9.1*1 Grades 3-5 <i>Mathematics</i>	730.0	731.0	Yes
9.1*2 Grades 3-5 <i>Communication Arts</i>	707.3	704.6	No
9.1*3 Grades 6-8 <i>Mathematics</i>	786.0	786.1	Yes
9.1*4 Grades 6-8 <i>Communication Arts</i>	775.0	785.0	Yes
9.1*5 <i>Algebra I</i>	789.4	792	Yes
9.1*6 <i>English II</i>	762.3	759	No

Missouri Assessment Program BONUS GRADE LEVEL ACHIEVEMENT	2009	2010
Number of MAP Standards Evaluated	6	6
Number Demonstrating Improvement		4
Percent of MAP Standards Improved		66%

**Bonus Achievement Standard is Met at 66%.

SUBJECT AREA AND VOLUNTARY EOC BONUS FOR K-12 DISTRICTS

- Districts have the opportunity to replace a non-met MAP standard with a met Subject Area/Voluntary EOC bonus provision.
- The mean of five categories (Science 5, Science 8, Biology, Government, and the Voluntary EOCs) is used to generate this bonus met.
- Grade-level MAP data from 2008, 2009 and 2010 are used for Science Grades 5 and 8.
- EOC data from 2009 and 2010 are used for Biology.
- EOC data from 2010 are be used for Government.
- EOC data from 2010 are used for the Voluntary EOCs (Algebra II, English I, Geometry and American History).

To calculate the Voluntary EOC category for the Bonus provision, the following method is applied for each of the four assessments: English I, Algebra II, Geometry, and American History. The number of participants is divided by the district grade 9-12 total enrollment to generate participation rate. Once the participation rate is generated, this is cross referenced with the district's MPI to generate a score. The mean of the four scores is then used to generate the points earned in the voluntary EOC category.

For example, in the case below a district had 10% of its population participate in the Algebra II end-of-course assessment and these students generated an MPI of 745 (Average). The district earned 2 points for the Algebra II subcategory. Fourteen percent participated in the English I end-of-course assessment, generated an MPI of 776 (High I) and earned 3 points for the English I subcategory. The district did not participate in the Geometry end-of-course assessment and earned 0 points for the

Geometry subcategory. Thirty percent of its students participated in the American History end-of-course assessment. They generated an MPI of 768 (High I) and earned 5 points for the American History subcategory.

Algebra II

Participation	F	BA	AVG	H2	H1
Under 7.9%	0	0	1	1	2
8% - 15.9%	1	1	2	2	3
16% - 23.9%	2	2	3	4	4
24% +	2	3	4	5	5

English I

Participation	F	BA	AVG	H2	H1
Under 7.9%	0	0	1	1	2
8% - 15.9%	1	1	2	2	3
16% - 23.9%	2	2	3	4	4
24% +	2	3	4	5	5

Geometry

Participation	F	BA	AVG	H2	H1
Under 7.9%	0	0	1	1	2
8% - 15.9%	1	1	2	2	3
16% - 23.9%	2	2	3	4	4
24% +	2	3	4	5	5

American History

Participation	F	BA	AVG	H2	H1
Under 7.9%	0	0	1	1	2
8% - 15.9%	1	1	2	2	3
16% - 23.9%	2	2	3	4	4
24% +	2	3	4	5	5

The mean of these four scores is then used to determine the points earned for the Voluntary EOC category. In this case, $2 + 3 + 0 + 5 / 4 = 2.5$. When applied to the scoring guide, 2.5 falls between 2.0 and 2.9 so the district would receive 3 points for the voluntary EOC category.

VOLUNTARY BONUS <i>ALGEBRA II, ENGLISH I, GEOMETRY, AMERICAN HISTORY</i>				
BONUS POINTS	STATUS			<p>The average of the status points earned from all Subject Area and Voluntary assessments must be greater than or equal to 3.3 in order to receive one MAP bonus met. Only one bonus met may be earned. The bonus met for Subject Area and Voluntary assessments may only be awarded in place of a MAP standard that is not met.</p> <p>Level Not Determined (LND): Zero (0) points will be awarded for grade level data when the LND is exceeded</p>
	Status Measures		Status Points Earned	
	4.0-5.0		5	
	3.0-3.9		4	
	2.0-2.9		3	
	1.0-1.9		2	
	0.0-0.9		0	

SUBJECT AREA AND VOLUNTARY EOC BONUS FOR K-8 DISTRICTS

- Districts have the opportunity to replace a non-met MAP standard with a met Subject Area/Voluntary EOC bonus provision.
- The mean of three categories (Science 5, Science 8, Algebra I) is used to generate this bonus met.
- Grade-level MAP data from 2008, 2009 and 2010 are used for Science Grades 5 and 8.
- EOC data from 2009 and 2010 are used for Algebra I.
- To calculate the Voluntary EOC Algebra I category for the Bonus provision, the same method is applied as used in the K-12 district except the number of participants is divided by the district grade 8 total enrollment to generate participation rate. Once the participation rate is generated, this is cross referenced with the district's MPI to generate a score.

Algebra I participation for K-8 Districts

Participation	F	BA	AVG	H2	H1
Under 7.9%	0	0	1	1	2
8% - 15.9%	1	1	2	2	3
16% - 23.9%	2	2	3	4	4
24% +	2	3	4	5	5

BONUS <i>ALGEBRA I</i> for K-8 Districts			
BONUS POINTS	STATUS		
	Status Measures		Status Points Earned
	4.0-5.0		5
	3.0-3.9		4
	2.0-2.9		3
	1.0-1.9		2
	0.0-0.9		0
<p>The average of the status points earned from all Subject Area and Voluntary assessments must be greater than or equal to 3.3 in order to receive one MAP bonus met. Only one bonus met may be earned. The bonus met for Subject Area and Voluntary assessments may only be awarded in place of a MAP standard that is not met.</p> <p>Level Not Determined (LND): Zero (0) points will be awarded for grade level data when the LND is exceeded</p>			

Standard 9.3 ACT Calculation

Sources of data used in calculation:

- June Cycle of Core Data, Screen 13 (2006-2010)
 - Includes aggregated student-level data from MOSIS June Cycle certified files
- ACT File

NOTES:

- Only scale score data as reported by ACT will be used in these calculations.
- When students take the ACT multiple times, the highest test score is used to determine the number of graduates scoring at or above the national average.

Example of supporting data format for APR:

	9.3 ACT	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Status
From MOSIS and Screen 13	Number of Graduates	148	153	155	170	152	
From ACT file	Number of Graduates Scoring at or Above the National Average	27	39	43	39	38	
	Percent of Graduates Scoring at or Above the National Average	18.2	25.5	27.7	22.9	25.0	23.86

Method for calculating supporting data:

The percent of graduates scoring at or above the national average is determined by dividing the number of graduates scoring at or above the national average by the number of graduates, then multiplying by 100.

EXPLANATION OF DATA	EXAMPLES OF DATA (using Yr 1-Yr 5 figures)	EXAMPLES OF CALCULATIONS
1) The number of graduates is reported on Screen 13.	number of graduates = 148	
2) The number of graduates scoring at or above the national average is provided by ACT.	number of graduates scoring at or above the national average = 27	
3) The percent of graduates scoring at or above the national average is determined by dividing the number of graduates scoring at or above the national average by the number of graduates , then multiplying by 100.	a) number of graduates = 148 b) number of graduates scoring at or above the national average = 27	% of graduates scoring at or above the national average = $27 \div 148 = .182$ $.182 \times 100 = 18.2\%$
4) Status is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 of the percent of graduates scoring at or above the national average and dividing by 5.	a) Yr1 + Yr2 + Yr3 + Yr4 + Yr 5 = 119.30	$18.2 + 25.5 + 27.7 + 22.9 + 25.0 = 119.30$ $119.30 \div 5 = 23.86\%$

For more information on the ACT or to obtain the national average, visit the ACT website at www.act.org.

Standard 9.4

Advanced Courses Calculation (9.4.1)

Sources of data used in calculation:

- October Cycle of Core Data, Screens 16, 20, and 22
- August Cycle of Core Data, Screen 10

NOTE: In addition to the advanced courses provided within the resident district, advanced courses provided off site are automatically included in the calculation for 9.4.1 if the required data (including course numbers) are submitted to populate Core Data Screen 22. Screen 22 data must be reported for each area institution that provides advanced courses (i.e., other districts, community colleges, four-year colleges and universities, and Internet/electronic instructional providers). Only those specific courses with course codes and grade levels matching those on the approved advanced course list, courses coded with a delivery system of IB or AP, and dual credit courses (excluding career education dual-credit classes) count in the advanced course calculation.

Example of supporting data format for APR:

	9.4.*1 Advanced Courses	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Status
From Screens 20 and 22	Units of Credit Times Enrollment in Approved Advanced Courses	137	155	160	162	148	
From Screens 16 and 10	Grades 11-12 Enrollment Times Credit Possible	372	401	393	405	378	
	Percent of Credits Earned in Advanced Courses	36.8	38.7	40.7	40.0	39.2	39.08

Method for calculating supporting data:

The percent of credits earned in advanced courses is determined by dividing the units of credit times enrollment in approved advanced courses by grades 11-12 enrollment times credit possible, then multiplying by 100. The following explains the step-by-step process and provides an example of how the calculations are performed.

EXPLANATION OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS																				
1) Units of credit times enrollment in approved advanced courses is determined by using the courses reported on Screen 20 that match the advanced course criteria (i.e. course number, sequence, and grade level -- see below for a list of advanced courses) and non-career education dual-credit courses reported on Screen 22. The credit value of each course is multiplied by the course enrollment; then these products are summed.	ADVANCED																					
	<table border="1"> <thead> <tr> <th>Course #</th><th>Credit</th><th>Enroll</th></tr> </thead> <tbody> <tr><td>054810</td><td>1</td><td>18</td></tr> <tr><td>056500</td><td>1</td><td>16</td></tr> <tr><td>062000</td><td>.5</td><td>20</td></tr> <tr><td>066300</td><td>1</td><td>17</td></tr> <tr><td>115860</td><td>1</td><td>19</td></tr> <tr><td>991105</td><td>2</td><td>21</td></tr> </tbody> </table>	Course #	Credit	Enroll	054810	1	18	056500	1	16	062000	.5	20	066300	1	17	115860	1	19	991105	2	21
Course #	Credit	Enroll																				
054810	1	18																				
056500	1	16																				
062000	.5	20																				
066300	1	17																				
115860	1	19																				
991105	2	21																				

	DUAL CREDIT (excluding career education)			<u>Dual Credit Units Earned</u>
	<u>Course #</u>	<u>Credit</u>	<u>Enroll</u>	1 X 15 = 15
	115861	1	15	122 + 15 = 137 Total Units Earned
2) Grades 11-12 enrollment times credits possible is determined by using the sum of the enrollment in grades 11 and 12 (using September count), which is reported on Screen 16. This total enrollment number is multiplied by the total number of periods per day, as reported on Screen 10. If the reported periods per day are less than 6, this indicates block scheduling. In this case, the enrollment is multiplied by total periods per day times 2.	September enrollment for grades 11 and 12 = 62 Periods per day = 6			62 X 6 = 372
3) The percent of credits earned in advanced courses is determined by dividing units of credit times enrollment in advanced courses by grades 11-12 enrollment times credits possible , then multiplying by 100.	a) units of credit times enrollment in advanced courses = 137 b) grades 11-12 enrollment times credits possible = 372			% of credits earned in advanced courses = 137 ÷ 372 = .368 .368 X 100 = 36.8%
4) Status is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 of the percent of credits earned in advanced courses and dividing by 5.	a) Yr1 + Yr2 + Yr3 + Yr4 + Yr 5 = 195.40			36.8 + 38.7 + 40.7 + 40.0 = 195.40 195.40 ÷ 5 = 39.08%

List of Advanced Courses

The following courses/course codes have been designated “Advanced Courses.” These courses are considered advanced because they are over and above the courses required for graduation. It is assumed that the content of the courses, in general, is at a level suitable for juniors and seniors who are preparing for postsecondary education or training.

Course Code	Course Name	Description
054800	Language Arts	Grade 11 or 12 and sequence 3 or greater
054804-5	Comp/Creative Writing	Grade 11 or 12
054806	Applied Comm.	Grade 11 or 12 and sequence 3 or greater
054810	Journalism	Grade 11 or 12 and sequence 2 or greater
054817	Folklore	Grade 11 or 12
054819-28	Literature, Various	Grade 11 or 12
054845	Shakespeare	Grade 11 or 12
054850	Mythology	Grade 11 or 12
054860	Word Study (Semantics)	Grade 11 or 12
054861	C. Prep English	Grade 11 or 12
054863	Satire-Humor	Grade 11 or 12
054864	Ethnic Literature	Grade 11 or 12
056500	Speech	Grade 11 or 12 and sequence 2 or greater
056510	Debate	Grade 11 or 12
062000	American Sign Language	Grade 11 or 12
064900	French	sequence 2 or greater

065100	German	sequence 2 or greater
065700	Latin	sequence 2 or greater
066200	Russian	sequence 2 or greater
066300	Spanish	sequence 2 or greater
067100	Hebrew	sequence 2 or greater
068000	Japanese	sequence 2 or greater
069010	Chinese	sequence 2 or greater
069020	Italian	sequence 2 or greater
100404	Principles of Engineering Design	Grade 11 or 12
100405	Introduction to Engineering Design	Grade 11 or 12
100406	Digital Electronics	Grade 11 or 12
100407	Computer Integrated Manufacturing	Grade 11 or 12
100408	Civil Engineering & Architecture	Grade 11 or 12
100409	Biotechnology Engineering	Grade 11 or 12
100410	Aerospace Engineering	Grade 11 or 12
100411	Principles of the Biomedical Sciences	Grade 11 or 12
100412	Human Body Systems	Grade 11 or 12
100413	Medical Intervention	Grade 11 or 12
100414	Science Research	Grade 11 or 12
100422	Engineering Design & Development	Grade 11 or 12
115800	Mathematics (Integrated)	Grade 11 or 12 and sequence 3 or greater
115810	Algebra	sequence 2 or greater
115825	Applied Math	Grade 11 or 12 and sequence 3 or greater
115830	Geometry	
115840	Math Analysis	Grade 11 or 12
115860	Trigonometry	Grade 11 or 12
115861	Alg-Trigonometry	Grade 11 or 12
115865	Analytical Geometry	Grade 11 or 12
115866	Calculus	Grade 11 or 12
115875	Prob-Statistics	Grade 11 or 12
133810	Astronomy	Grade 11 or 12
133820	Geology	Grade 11 or 12
134200	Biology	Grade 11 or 12 and sequence 2 or greater
134210	Botany	Grade 11 or 12
134220	Zoology	Grade 11 or 12
134221	Phys-Anatomy	Grade 11 or 12
134600	Chemistry	Grade 11 or 12
134642	Applied Science	Grade 11 or 12 and sequence 3 or greater
135000	Science (Integrated)	Grade 11 or 12 and sequence 3 or greater
135900	Physics	Grade 11 or 12
135910	Prin-Technology	Grade 11 or 12
156100	Psychology	Grade 11 or 12
156620	Contemporary Issues	Grade 11 or 12
156630	Economics	Grade 11 or 12
156640	Geography	Grade 11 or 12 and sequence 2 or greater
156651	American Government	Grade 11 or 12 and sequence 2 or greater
156652	International Relations	Grade 11 or 12

156653	Comparative Government	Grade 11 or 12
156661	American History	Grade 11 or 12 and sequence 2 or greater
156663	World History	Grade 11 or 12 and sequence 2 or greater
156664-67	History, Various	Grade 11 or 12
156670	Sociology	Grade 11 or 12
156680	Anthropology	Grade 11 or 12
156683	Afro-American History	Grade 11 or 12
156685	Minority Groups	Grade 11 or 12
156691	Civil War Period	Grade 11 or 12
156692	American Heritage	Grade 11 or 12
156693	History of West	Grade 11 or 12
991105	Computer Science	Grade 11 or 12

Career Education Courses Calculation (9.4.2)

Sources of data used in calculation:

- October Cycle of Core Data, Screens 16, 20, and 22
- August Cycle of Core Data, Screen 10
- State-Approved Career Education Course List

NOTE: Career education courses reported on Screens 20 and 22 are compared with a list of the district's state approved career education courses. Only those career education courses verified by the Division of Career Education as state approved are counted for MSIP purposes. Dual-credit career education classes are included in this standard.

Example of supporting data format for APR:

	9.4.*2 Career Education Courses	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Status
From Screens 20 and 22	Units of Credit Times Enrollment in Approved Career Educ. Courses	89.5	102	94	112	92.5	
From Screens 16 and 10	Grades 11-12 Enrollment Times Credit Possible	372	401	393	405	378	
	Percent of Credits Earned in Career Educ. Courses	24.1	25.4	23.9	27.7	24.5	25.12

Method for calculating supporting data:

The percent of credits earned in career education courses is determined by dividing the units of credit times enrollment in approved career education courses by grades 11-12 enrollment times credit possible, then multiplying by 100. The following explains the step-by-step process and provides an example of how the calculations are performed.

EXPLANATION OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
1) The units of credit times enrollment in approved career education courses is determined by using data reported on Screen 20 to identify state-approved career education courses, indicated by a program code “01” (see next page for exceptions). Data from Screen 22 are used to identify career education courses offered off-site (i.e., at an area career education school or college). The credit value of each course is multiplied by the course enrollment, then the products are summed.	CAREER ED. (on-site)	<u>Car. Ed. Units Earned On-site</u> 1.5 X 17 = 25.5 1 X 13 = 13 <u>+ 2 X 18 = 36</u> 74.5 <u>Car. Ed. Units Earned Off-site</u> 1 X 15 = 15 74.5 + 15 = 89.5 Total Units Earned
	<u>Course #</u> <u>Credit</u> <u>Enroll</u> 034354 1.5 17 034380 1 13 040080 2 18	
	CAREER ED. (off-site)	
	<u>Course #</u> <u>Credit</u> <u>Enroll</u> 016720 1 15	
2) Grades 11-12 enrollment times credits possible is determined by using the sum of the enrollment in grades 11 and 12 (using	September enrollment for grades 11 and 12 = 62	62 X 6 = 372

September count), which is reported on Screen 16. This total is multiplied by the total number of periods per day, as reported on Screen 10. If the reported periods per day are less than 6, this indicates block scheduling. In this case, the enrollment is multiplied by total periods per day times 2.	Periods per day = 6	
3) To determine percent of credits earned in career education courses , the units of credit times enrollment in career education courses are divided by grades 11-12 enrollment times credits possible , then multiplied by 100. *	a) units of credit times enrollment in career education courses = 89.5 b) grades 11-12 enrollment times credits possible = 372	% of credits earned in career education courses = $89.5 \div 372 = .241$ $.241 \times 100 = 24.1\%$
4) Status is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 of the percent of credits earned in career education courses and dividing by 5.	a) $Yr1 + Yr2 + Yr3 + Yr4 + Yr5 = 125.6$	$24.1 + 25.4 + 23.9 + 27.7 + 24.5 = 125.6$ $125.6 \div 5 = 25.12\%$

*Career education comprehensive high schools include 9-12 enrollment.

Career Education Courses Exceptions

All state-approved career education courses are used in the evaluation of MSIP Performance Standard 9.4.2 **except for the following:**

Course Code	Course Name
016700	Exploring Agriculture
016710	Agricultural Science 1
016760	Agricultural Science 2
096800	Exploratory Family and Consumer Sciences

Note: Please contact the Division of Career Education (573/751-3872) if you have questions regarding the approval of a career education program.

Advanced and Career Education Courses Calculation (9.4.1 and 9.4.2)

Note: This calculation is used to determine if a district meets 9.4.1 and 9.4.2 using the “combined” method.

Sources of data used in calculation:

- October Cycle of Core Data, Screens 16, 20, and 22
- August Cycle of Core Data, Screen 10
- State-Approved Career Education Course List

Example of supporting data format for APR:

	9.4.*1 Advanced Courses & 9.4.*2 Career Ed. Courses	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Status
From Screens 20 and 22 →	Units of Credit Times Enrollment in Approved Advanced and Career Education Courses	226.5	247	258	266	237.5	
From Screens 16 and 10 →	Grades 11-12 Enrollment Times Credits Possible	372	401	393	405	378	
	Percent of Credits Earned in Advanced and Career Ed. Courses	60.9	61.6	65.6	65.7	62.8	63.32

Method for calculating supporting data:

The percent of credits earned in advanced and career education courses combined is determined by dividing the units of credit times enrollment in approved advanced and career education courses by grades 11-12 enrollment times credit possible, then multiplying by 100. The following explains the step-by-step process and provides an example of how the calculations are performed.

EXPLANATION OF CALCULATIONS	EXAMPLES OF DATA (using Yr 1 figures from above)	EXAMPLES OF CALCULATIONS
1) Units of credit times enrollment in approved advanced and career education courses is calculated by adding the units of credit times enrollment in approved advanced courses to the units of credit times enrollment in approved career education courses. (For further explanation, see Subsections D1 and D2.)	a) Units of credit times enrollment in approved advanced courses = 137 b) Units of credit times enrollment in approved career education courses = 89.5	$137 + 89.5 = 226.5$
2) Grades 11-12 enrollment times credits possible is determined by using the sum of the enrollment in grades 11 and 12 (using September count), which is reported on Screen 16. This total enrollment number is multiplied by the total number of periods per day, as reported on Screen 10. If the reported periods per day are less than 6, this indicates block scheduling. In this case, the enrollment is multiplied by total periods per day times 2.	September enrollment for grades 11 and 12 = 62 Periods per day = 6	$62 \times 6 = 372$

3) The percent of credits earned in advanced and career education courses is determined by dividing units of credit times enrollment in approved advanced and career education courses by grades 11-12 enrollment times credits possible , then multiplying by 100.	a) units of credit times enrollment in advanced courses = 226.5 b) grades 11-12 enrollment times credits possible = 372	% of credits earned in advanced courses = $226.5 \div 372 = .609$ $.609 \times 100 = 60.9\%$
4) Status is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 of the percent of credits earned in advanced and career education courses and dividing by 5.	a) Yr1 + Yr2 + Yr3 + Yr4 + Yr 5 = 316.60	$60.9 + 61.6 + 65.6 + 65.7 + 62.8 = 316.60$ $316.60 \div 5 = 63.32\%$

College Placement Calculation (9.4.3)

Sources of data used in calculation:

- February Cycle of Core Data, Screen 8
- June Cycle of Core Data, Screen 13

Example of supporting data format for APR:

9.4.*3 College Placement		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Status
From Screen 8	Number of Graduates Entering College	69	72	79	83	93	
From Screen 13 (previous year)	Number of Graduates	126	133	128	141	143	
	Percent of Graduates Entering College	54.8	54.1	61.7	58.9	65.0	58.90

Method for calculating supporting data:

The percent of graduates entering college is determined by dividing the number of graduates entering college by the number of graduates, then multiplying by 100.

EXPLANATION OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)		EXAMPLES OF CALCULATIONS
1) The number of graduates entering college is determined by using the sum of the previous year's graduates who entered 4-year college, 2-year college, or non-college credit postsecondary school (i.e., technical school), as reported on Screen 8.		Totals	$43 + 16 + 10 = 69$
	4-year college	43	
	2-year college	16	
	non-college	10	
2) The number of graduates is reported on Screen 13 from the previous year of Core Data.	graduates = 126		
3) The percent of graduates entering college is determined by dividing the number of graduates entering college by the number of graduates , then multiplying by 100.	a) number of graduates entering college = 69 b) number of graduates = 126		% of graduates entering college = $69 \div 126 = .548$ $.548 \times 100 = 54.8\%$
4) Status is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 of the percent of graduates entering college and dividing by 5.	a) $Yr1 + Yr2 + Yr3 + Yr4 + Yr5 = 294.50$		$54.8 + 54.1 + 61.7 + 58.9 + 65.0 = 294.50$ $294.50 \div 5 = 58.90\%$

Career Education Placement Calculation (9.4.4)

Sources of data used in calculation:

- February Cycle of Core Data, Screens 26 and 27

Example of supporting data format for APR:

	9.4.*4 Career Ed. Placement	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Status
From Screens 26 and 27	Number of Graduates Completing a Career Education Program	41	36	38	42	44	
From Screens 26 and 27	Number of Graduates Completing a Career Education Program Placed in Occupations Relating to their Training, Attending College, or in the Military	33	24	27	32	33	
	Percent of Career Education Completers who are Placed	80.5	66.7	71.1	76.2	75.0	73.90

Method for calculating supporting data:

The percent of career education completers who are placed is determined by dividing the number of graduates completing a career education program placed in occupations relating to their training, attending college, or in the military by the number of graduates completing a career education program, then multiplying by 100.

EXPLANATION OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
1) The number of graduates completing a career education program is determined by adding the number of graduates reported on Screens 26 (for students reported by the comprehensive high school) and 27 (for students reported by the AVTS) in each of the following categories: EMP REL, EMP N-R, CED REL, CED N-R, NOT EMP, NAV PLC, STS UNK, MIL REL, and MIL N-R.	SCREEN 26	SCREEN 26 = 5+3+0+6+0+1+1+2+4 = 22
	Emp Rel = 5 Emp N-R = 3 Ced Rel = 0 Ced N-R = 6 Not Emp = 0 Nav Plc = 1 Sts Unk = 1 Mil Rel = 2 Mil N-R = 4	
	SCREEN 27	SCREEN 27 = 7+2+2+3+1+0+0+3+1= 19
	Emp Rel = 7 Emp N-R = 2 Ced Rel = 2 Ced N-R = 3 Not Emp = 1 Nav Plc = 0 Sts Unk = 0 Mil Rel = 3 Mil N-R = 1	TOTAL = 22+19=41
2) The number of graduates completing a career education program placed in occupations relating to their training, attending college, or in the military is determined by adding the number of graduates reported on Screens 26 and 27 in the following categories: EMP REL, CED REL, CED N-R, MIL REL, MIL N-R.	SCREEN 26	SCREEN 26 = 5+0+6+2+4 = 17
	Emp Rel = 5 Ced Rel = 0 Ced N-R = 6 Mil Rel = 2 Mil N-R = 4	
	SCREEN 27	SCREEN 27 = 7+2+3+3+1 = 16
	Emp Rel = 7 Ced Rel = 2 Ced N-R = 3 Mil Rel = 3 Mil N-R = 1	TOTAL = 17+16 = 33

3) The percent of career education completers who are placed is determined by dividing the number of graduates completing a career education program placed in occupations relating to their training, attending college, or in the military by the number of graduates completing a career education program , then multiplying by 100.	a) number of graduates completing a career education program = 41 b) number of graduates completing a career education program placed in occupations relating to their training, attending college, or in the military =33	percent of career education completers who are placed = $33 \div 41 = .805$ $.805 \times 100 = 80.5\%$
4) Status is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 of the percent of career education completers who are placed and dividing by 5.	a) $Yr1 + Yr2 + Yr3 + Yr4 + Yr5 = 369.50$	$80.5 + 66.7 + 71.1 + 76.2 + 75.0 = 369.50$ $369.50 \div 5 = 73.90\%$

Career Education Placement/Follow-Up Guidelines

Follow-up data is reported on the previous year's graduates based on the status of the graduates 180 days following their exit from career education training. ***Each graduate should be reported in only one career education program area.*** Districts should collect follow-up information on any student who graduated high school and received credit in at least one state-approved career education course (excluding Exploring Agriculture, Industrial Technology, and any FACS course) during grades 9-12. However, if students completed state-approved career courses at the comprehensive high school and the area career education school, their follow-up data should not be reported for both locations. Generally, the area career education school is responsible for completing the follow-up data on screen 27 and providing the sending school with a copy.

If the graduate is employed and continuing education, use the following guidelines:

- ◆ A graduate attending school (full- or part-time) and employed (full or part-time) in a field for which they were trained, should be reported as “employed related” (EMP REL).
- ◆ A graduate attending school (full- or part-time) in a field for which they were trained, but not employed in a field for which they were trained should be reported as “continuing education related” (CED REL).
- ◆ A graduate attending school (full- or part-time) in a field for which they were not trained, but employed (full or part-time) in a field for which they were trained should be reported as “employed related” (EMP REL).

College and Career Education Placement Calculation (9.4.3 and 9.4.4 Combined)

Note: This calculation is used to determine if a district meets 9.4.3 and 9.4.4 using the “combined” method.

Sources of data used in calculation:

- February Cycle of Core Data, Screens 8, 26, and 27
- June Cycle of Core Data, Screen 13

Example of supporting data format for APR:

9.4.*3 College Placement & 9.4.*4 Career Ed. Placement		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Status
From Screens 8, 26, and 27	Number of Graduates Entering College or Placed in an Occupation Related to their Career Ed. Training or the Military	91	88	82	97	103	
From Screen 13 (previous year)	Number of Graduates	126	133	128	141	143	
	Percent of College and Career Ed. Placement	72.2	66.2	64.1	68.8	72.0	68.66

Method for calculating supporting data:

The percent of graduates entering college or in career education placement is determined by dividing the number of graduates entering college or placed in an occupation related to their career education training or the military by the number of graduates, then multiplying by 100.

EXPLANATION OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
1) The number of graduates entering college or placed in an occupation related to their career education training or the military is determined by using the sum of the previous year’s graduates reported on Screen 8 who entered 4-year college, 2-year college, or non-college credit postsecondary school (i.e., technical school) and adding this to the number of the previous year’s graduates reported in one of the following categories on Screens 26 and 27: EMP REL, MIL REL, and MIL NR.	SCREEN 8	SCREEN 8
	4-year college = 43 2-year college = 16 non-college = 10	43+16+10 = 69
	SCREEN 26	SCREEN 26
	Emp Rel = 5 Mil Rel = 2 Mil N-R = 4	5+2+4 = 11
	SCREEN 27	SCREEN 27
2) The number of graduates is reported on Screen 13 from the previous year’s Core Data.	graduates = 126	7+3+1 = 11
		TOTAL 69+11+11 = 91

3) The percent of college and career education placement is determined by dividing the number of graduates entering college or placed in an occupation related to their career education training or the military by the number of graduates , then multiplying by 100.	a) number of graduates entering college or placed in an occupation related to their career education training or the military = 91 b) number of graduates = 126	% of graduates entering college = $91 \div 126 = .722$ $.722 \times 100 = 72.2\%$
4) Status is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 of the percent of college and career education placement and dividing by 5.	a) $Yr1 + Yr2 + Yr3 + Yr4 + Yr5 = 343.30$	$72.2 + 66.2 + 64.1 + 68.8 + 72.0 = 343.30$ $343.30 \div 5 = 68.66\%$

Standard 9.5

Graduation Rate Calculation (9.5)

Sources of data used in calculation:

- June Cycle of Core Data, Screen 13 (2006-2010)
- Includes aggregated student-level data from MOSIS June Cycle certified files

NOTES:

- Dropouts reported as the result of an expulsion due to a violent act according to Section 160.261 and 167.171, RSMo. will be excluded from the total number of dropouts used for MSIP purposes. The number of 9-12 grade students reported as expelled on Screen 9 of Core Data will be subtracted from the total number of 9-12 dropouts reported on Screen 13 of Core Data.
- In the year a district is being considered for classification under the Missouri School Improvement Program, the district *may* not meet the Graduation Rate Standard (9.5) if the district has not consistently reported students who drop out of school to the Missouri Literacy Hotline, as required by Standard 8.7.3.
- In the year a district is being considered for classification under the Missouri School Improvement Program, the district may appeal to earn credit for dropouts who completed their GED within 5 years of dropping out of school (see explanation and example on next page). Districts may also appeal to disaggregate those students who are included in the dropout count more than one time.

Example of supporting data format for APR:

	9.5 Graduation Rate	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Status
From MOSIS and Screen 13	Number of Graduates	126	133	128	141	143	
From MOSIS and Screen 13	Number of 9-12 Cohort Dropouts + Graduates	135	142	135	147	149	
	Graduation Rate	93.3	93.7	94.8	95.9	96.0	94.74

Method for calculating supporting data:

The persistence to a graduation rate is determined by dividing the number of graduates by the number of graduates plus the number of cohort dropouts in grades 9-12, then multiplying by 100.

EXPLANATION OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
1) The number of graduates is reported on Screen 13.	number of graduates = 126	
2) The number of 9-12 cohort dropouts + graduates is determined by adding the number of graduates reported on Screen 13 and the number of cohort dropouts reported on Screen 13.	number of graduates = 126 <u>Cohort dropouts:</u> Grade 12-2005 = 2 Grade 11-2004 = 2 Grade 10-2003 = 2 Grade 09-2002 = <u>3</u> Total Cohort dropouts: 9	$126 + 9 = 135$

3) The persistence to graduation rate is determined by dividing the number of graduates by the number of 9-12 cohort dropouts + graduates	a) number of graduates = 126 b) number of 9-12 cohort dropouts + graduates = 135	$126 \div 135 = .933$ $.933 \times 100 = 93.3\%$
4) Status is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 of the persistence to graduation rate and dividing by 5.	a) Yr1 + Yr2 + Yr3+ Yr4 + Yr 5 = 473.70	$93.3 + 93.7 + 94.8 + 95.9 + 96.0 = 473.70$ $473.70 \div 5 = 94.74\%$

GED Bonus Points Calculation

In the year a district's classification is being considered under the Missouri School Improvement Program, the district may earn one progress bonus point if in at least three of the past five years at least 5% of the district's five-year average number of seniors earned a GED within 5 years of dropping out of school. The following step-by-step example illustrates the GED bonus point calculation. The number of dropouts reported on Core Data is compared with the number of dropouts reported by the district to the Adult Literacy Hotline. Districts must have consistently reported their dropouts to the Adult Literacy Hotline in order for this bonus provision to be considered.

Example:

# of seniors (as reported in the September count on Core Data screen 16)	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
	38	46	42	46	39
# of GED completers (only those who complete the GED within five years of their drop-out date are counted in the bonus points calculation)	0	2	3	2	1

STEP 1 – Average the number of seniors from the past five years.

$$\frac{38+46+42+46+39}{5} = 42$$

- **STEP 2** – Multiply the five-year average by .05 (rounding to the nearest whole number). This product is 5% of the average number of seniors.
 $.05 \times 42 = 2$
- **STEP 3** – Compare the product of the calculation in step 2 with the annual number of dropouts who completed a GED within five years of their drop-out date. The district earns one progress bonus point if in at least three out of five years the number of GED completers equals or exceeds 5% of the average number of seniors.

In this example, 5% of the average number of seniors is two. The district earns one progress bonus point because the number of GED completers equals or exceeds two in Years 2, 3, and 4.

Standard 9.6 Attendance Calculation

Sources of data used in calculation:

- June Cycle of Core Data, Screen 14 (2006-2010)
- Includes aggregated student-level data from MOSIS June Cycle certified files

Example of supporting data format for APR:

9.6 Average Daily Attendance	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Status
Grades K-8	94.3	94.2	94.3	94.4	94.6	
Grades 9-12	90.8	91.8	90.5	91.1	92.4	
Grades K-12	93.1	93.5	93.1	93.4	93.9	93.40

Method for calculating supporting data:

The average daily attendance for each grade span is determined by using the “**hours of absence**” method. This method is calculated by dividing the hours of attendance by the hours possible, then multiplying by 100.

HOURS OF ABSENCE METHOD		
EXPLANATION OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
1) The hours of attendance is determined by adding the Full-time, Part-time, Deseg In, and Fed Lands attendance hours reported on Screen 14.	ATTENDANCE HOURS	163,298+40,113+0+0 = 203,411
	Full-time: 163,298 Part-time: 40,113 Deseg in: 0 Fed lands: 0	
2) The hours possible is determined by adding attendance hours and hours of absence. Hours of absence are reported on Screen 14 and include the totals for Resident I, Deseg In, and Fed Lands.	Resident I hours of absence = 15,061 Deseg In hours of absence = 0 Fed Lands hours of absence = 0	a) hours of absence = 15,061+0+0 = 15,061 b) attendance hours = 203,411 c) hours possible = 15,061+203,411 = 218,472
3) The attendance rate using the “hours of absence” method is determined by dividing the hours of attendance by the hours possible , then multiplying by 100.	a) hours of attendance = 203,411 b) hours possible = 218,472	Average daily attendance using the hours of absence method = $203,411 \div 218,472 = .931$ $.931 \times 100 = 93.1\%$
4) Status is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 of the grades K-12 average daily attendance and dividing by 5.	a) total of Yr1 + Yr2 + Yr3+ Yr4 + Yr 5 = 467.0	$93.1 + 93.5 + 93.1 + 93.4 + 93.9 = 467.0$ $467.0 \div 5 = 93.40\%$

Standard 9.7

Subgroup Achievement Calculation

Sources of data used in calculation:

- Adequate Yearly Progress (AYP) Reports

Example of supporting data format for APR:

	9.7 Subgroup Achievement	Current Year
From AYP Summary	Number of Accountable AYP Subgroups	10
From AYP Summary	Number of Accountable Subgroups Meeting AYP	8
	Percent of Subgroups Met	80.0%

Method for calculating supporting data:

The percent of subgroups meeting AYP is determined by dividing the Number of Accountable Subgroups Meeting AYP by the Number of Accountable AYP Subgroups, then multiplying by 100.

EXPLANATION OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
1) Number of accountable AYP subgroups is reported on the District-Level AYP Summary Report as “Overall Subgroups (Both Math and Communication Arts) Total Groups”	number of accountable AYP subgroups=10	
2) Number of accountable subgroups meeting AYP is reported on the District-Level AYP Summary Report as “Overall Subgroups (Both Math and Communication Arts) Groups Met”	number of accountable subgroups meeting AYP=8	
3) The percent of subgroups met is determined by dividing the number of accountable subgroups meeting AYP by the number of accountable AYP subgroups	a) number of accountable subgroups meeting AYP=8 b) number of accountable AYP subgroups=10	$8 \div 10 = .80$ $.80 \times 100 = 80.0\%$

Standard 10.1

Post-Elementary School GPA Calculation (K-8 Districts Only)

Sources of data used in calculation:

- June Cycle of Core Data, Screen 14B (2006-2010)
- Includes aggregated student-level data from MOSIS June Cycle certified files

Example of supporting data format for APR:

From MOSIS and Screen 14B	10.1 Grade Point Average	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	5 Yr Avg	Status
	GPA of Grades 9 and 10 Elementary Students	2.405	2.557	2.613	2.79	2.734	2.620	
	GPA of Grades 9 and 10 Receiving High School Students	2.75	2.912	2.881	2.889	2.725	2.831	-0.211

Method for calculating supporting data:

The GPA of grades 9 and 10 elementary students is determined by finding the average GPA (using a 4-point scale) of resident II (tuition) students who graduated from a K-8 district and are in either grade 9 or 10 at the receiving school.

The GPA of grades 9 and 10 receiving high school students is determined by finding the average GPA (using a 4-point scale) for students in grades 9 and 10 who are not resident II students.

EXPLANATION OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS				
1) The GPA of grades 9 and 10 elementary students is calculated using the GPA (rounded to the nearest thousandth) reported on Screen 14B for ninth- and tenth-grade resident II students who graduated from a K-8 district. If GPAs are reported on an 11-point scale, they must be converted to a 4-point scale before performing the calculations. The formula for this conversion is $(\text{GPA} + 1) \div 3$. To determine the overall average of the K-8 graduate GPAs, first the GPA for grade 9 is multiplied by the number of students in grade 9. Next, the GPA for grade 10 is multiplied by the number of students in grade 10. These steps are repeated for all districts attended by the K-8 graduates. The products are then summed and divided by the total number of K-8 graduates in grades 9 and 10.	K-8 graduates		11-pt	Calculation	4-pt	
	GRADE 9			7.34	$(7.34+1) \div 3$	2.78
	District	GPA	Students	4.513	$(4.513+1) \div 3$	1.838
	Dist.#1	7.34	5	6.428	$(6.428+1) \div 3$	2.476
	Dist.#2	4.513	2	4.895	$(4.895+1) \div 3$	1.965
	GRADE 10			Calculated GPA		
	District	GPA	Students	$2.78 \times 5 = 13.9$		
	Dist.#1	6.428	2	$1.838 \times 2 = 3.676$		
	Dist.#2	4.895	2	$2.476 \times 2 = 4.952$		
				$1.965 \times 2 = 3.93$		
				Total = 26.458		
				Total # K-8 graduates		
				$5+2+2+2 = 11$		
				Final Calculated GPA		
				$26.458 \div 11 = 2.405$		

2) The GPA of grades 9 and 10 elementary students is calculated using the GPA (rounded to the nearest thousandth) reported on Screen 14B for ninth- and tenth-grade receiving-district students (GPAs reported on an 11-point scale are converted to a 4-point scale). To determine the overall average of the receiving-district student GPAs, first the GPA for grade 9 is multiplied by the number of students in grade 9. Next, the GPA for grade 10 is multiplied by the number of students in grade 10. These steps are repeated for all receiving districts. The products are then summed and divided by the total number of receiving-district students in grades 9 and 10.	Receiving District Students	11-pt	Calculation	4-pt
	GRADE 9	7.574	$(7.574+1) \div 3$	2.858
	District GPA Students	6.158	$(6.158+1) \div 3$	2.386
	Dist.#1 7.574 615	7.667	$(7.667+1) \div 3$	2.889
	Dist.#2 6.158 263	6.475	$(6.475+1) \div 3$	2.492
	GRADE 10	Calculated GPA		
	District GPA Students	2.858 X 615 = 1757.67		
	Dist.#1 7.667 589	2.386 X 263 = 627.518		
	Dist.#2 6.475 206	2.889 X 589 = 1701.621		
		2.492 X 206 = 513.352		
		Total = 4600.161		
		Total # Receiving Dist. Students		
		615+263+589+206 = 1673		
		Final Calculated GPA		
		4600.161 \div 1673 = 2.75		
3) The 5 Yr Avg of the GPA of grades 9 and 10 elementary students is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 and dividing by 5. The 5 Yr Avg of the GPA of Grades 9 and 10 Receiving High School Students is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 and dividing by 5.	a) 5 Yr Avg of the GPA of grades 9 and 10 elementary students Yr1 + Yr2 + Yr3+ Yr4 + Yr 5 = 13.099 b) 5 Yr Avg of the GPA of Grades 9 and 10 Receiving High School Students Yr1 + Yr2 + Yr3+ Yr4 + Yr 5 = 14.157	GPA of grades 9 and 10 elementary students: $2.405 + 2.557 + 2.613 + 2.79 + 2.734 = 13.099$ $13.099 \div 5 = \mathbf{2.620}$ GPA of grades 9 and 10 receiving high school students: $2.75 + 2.912 + 2.881 + 2.889 + 2.725 = 14.157$ $14.157 \div 5 = \mathbf{2.831}$		
4) Status is determined by subtracting the 5 year average of the GPA of Grades 9 and 10 Receiving High School Students from the 5 year average of the GPA of Grades 9 and 10 Elementary Students .	a) GPA of grades 9 and 10 elementary students = 2.620 b) GPA of grades 9 and 10 receiving high school students = 2.831	Elem. Rec HS $2.620 - 2.831 = -0.211$		

SCORING GUIDES

9.1*1 MAP GRADE SPAN 3-5 <i>Mathematics</i>							
GRADE SPAN	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	220-300	10	Annual	2 per increase	8	2 points for each annual increase of 2 or more MPI points.
	High 2	210-219.9	8	Rolling Average	2per increase	6	2 points for each rolling average increase of 2 or more MPI points.
	Average	200-209.9	6	3 Over 2	4	4	4 points for an increase of 6 or more MPI points (latest three years averaged compared with the first two years averaged). @
	Below Average	190-199.9	4	@ - 3 Over 2 – No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years. 40 Status points or 50 combined Status and Progress points or 40 combined Status and Progress points <u>and</u> the Gap Bonus are required to meet a standard. Level Not Determined (LND): Zero (0) points will be awarded for grade span data when the LND is exceeded.			
	Floor	100-189.9	0				

9.1*1 MAP GRADE LEVEL 3-5 <i>Mathematics</i>							
GRADE LEVEL	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	759-900	50	Annual	8 per Increase	32	8 points for each annual increase of 3 or more MPI points..
	High 2	745-758.9	40	Rolling Average	8 per Increase	24	8 points for each rolling average increase of 3 or more MPI points.
	Average	731-744.9	30	3 Over 2	16	16	16 points for an increase of 6 or more MPI points (latest three years averaged compared with the first two years averaged). @
	Below Average	717-730.9	20	@ - 3 Over 2 – No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years. 40 Status points or 50 combined Status and Progress points or 40 combined Status and Progress points <u>and</u> the Gap Bonus are required to meet a standard. Level Not Determined (LND): Zero (0) points will be awarded for grade level data when the LND is exceeded.			
	Floor	600-716.9	0				

9.1*2 MAP GRADE SPAN 3-5 <i>Communication Arts</i>							
GRADE SPAN	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	211-300	10	Annual	2per increase	8	2 points for each annual increase of 2 or more MPI points.
	High 2	200-210.9	8	Rolling Average	2 per increase	6	2 points for each rolling average increase of 2 or more MPI points.
	Average	189-199.9	6	3 Over 2	4	4	4points for an increase of 6 or more MPI points (latest three years averaged compared with the first two years averaged). @
	Below Average	178-188.9	4	@ - 3 Over 2 - No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years. 40 Status points or 50 combined Status and Progress points or 40 combined Status and Progress points <u>and</u> the Gap Bonus are required to meet a standard. Level Not Determined (LND): Zero (0) points will be awarded for grade span data when the LND is exceeded.			
	Floor	100-177.9	0				

9.1*2 MAP GRADE LEVEL 3-5 <i>Communication Arts</i>							
GRADE LEVEL	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	764-900	50	Annual	8 per Increase	32	8 points for each annual increase of 3 or more MPI points..
	High 2	750-763.9	40	Rolling Average	8 per Increase	24	8 points for each rolling average increase of 3 or more MPI points.
	Average	737-749.9	30	3 Over 2	16	16	8 points for an increase of 6 or more MPI points (latest three years averaged compared with the first two years averaged). @
	Below Average	723-736.9	20	@ - 3 Over 2 - No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years. 40 Status points or 50 combined Status and Progress points or 40 combined Status and Progress points <u>and</u> the Gap Bonus are required to meet a standard. Level Not Determined (LND): Zero (0) points will be awarded for grade level data when the LND is exceeded.			
	Floor	600-722.9	0				

9.1*3 MAP GRADE SPAN 6-8 <i>Mathematics</i>							
GRADE SPAN	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	180-300	10	Annual	2 per increase	8	2 points for each annual increase of 2 or more MPI points.
	High 2	169-179.9	8	Rolling Average	2 per increase	6	2 points for each rolling average increase of 2 or more MPI points.
	Average	158-168.9	6	3 Over 2	4	4	4 points for an increase of 6 or more MPI points (latest three years averaged compared with the first two years averaged). @
	Below Average	147-157.9	4	@ - 3 Over 2 – No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years. 40 Status points or 50 combined Status and Progress points or 40 combined Status and Progress points <u>and</u> the Gap Bonus are required to meet a standard. Level Not Determined (LND): Zero (0) points will be awarded for grade span data when the LND is exceeded.			
	Floor	100-146.9	0				

9.1*3 MAP GRADE LEVEL 6-8 <i>Mathematics</i>							
GRADE LEVEL	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	760-900	50	Annual	8 per Increase	32	8 points for each annual increase of 3 or more MPI points..
	High 2	742-759.9	40	Rolling Average	8 for Increase	24	8 points for each rolling average increase of 3 or more MPI points.
	Average	725-741.9	30	3 Over 2	16	16	16 points for an increase of 6 or more MPI points (latest three years averaged compared with the first two years averaged). @
	Below Average	708-724.9	20	@ - 3 Over 2 - No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years. 40 Status points or 50 combined Status and Progress points or 40 combined Status and Progress points <u>and</u> the Gap Bonus are required to meet a standard. Level Not Determined (LND): Zero (0) points will be awarded for grade level data when the LND is exceeded.			
	Floor	600-707.9	0				

9.1*4 MAP GRADE SPAN 6-8 <i>Communication Arts</i>							
GRADE SPAN	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	204-300	10	Annual	2 per increase	8	2 points for each annual increase of 2 or more MPI points.
	High 2	193-203.9	8	Rolling Average	2 per increase	6	2 points for each rolling average increase of 2 or more MPI points.
	Average	181-192.9	6	3 Over 2	4	4	4 points for an increase of 6 or more MPI points (latest three years averaged compared with the first two years averaged). @
	Below Average	170-180.9	4	@ - 3 Over 2 - No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years. 40 Status points or 50 combined Status and Progress points or 40 combined Status and Progress points <u>and</u> the Gap Bonus are required to meet a standard. Level Not Determined (LND): Zero (0) points will be awarded for grade span data when the LND is exceeded.			
	Floor	100-169.9	0				

9.1*4 MAP GRADE LEVEL 6-8 <i>Communication Arts</i>							
GRADE LEVEL	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	760-900	50	Annual	8 per Increase	32	8 points for each annual increase of 3 or more MPI points..
	High 2	746-759.9	40	Rolling Average	8 for Increase	24	8 points for each rolling average increase of 3 or more MPI points.
	Average	733-745.9	30	3 Over 2	16	16	16 points for an increase of 6 or more MPI points (latest three years averaged compared with the first two years averaged). @
	Below Average	719-732.9	20	@ - 3over 2 – No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years. 40 Status points or 50 combined Status and Progress points or 40 combined Status and Progress points <u>and</u> the Gap Bonus are required to meet a standard. Level Not Determined (LND): Zero (0) points will be awarded for grade level data when the LND is exceeded.			
	Floor	600-718.9	0				

9.1*5 MAP GRADE LEVEL 9-11 <i>Mathematics</i>							
GRADE LEVEL	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	750-900	36	Annual	12 per Increase	24	12 points for each annual increase of 3 or more MPI points..
	High 2	731-749.9	29	Rolling Average	12 for Increase	12	12 points for each rolling average increase of 3 or more MPI points.
	Average	712-730.9	22	3 Over 2			
	Below Average	692-711.9	15	Progress Points for the 3 over 2 method cannot be calculated during the fifth year of 4 th Cycle 40 Status points or 50 combined Status and Progress points or 40 combined Status and Progress points and the Gap Bonus are required to meet a standard. Level Not Determined (LND): Zero (0) points will be awarded for grade level data when the LND is exceeded.			
	Floor	600-691.9	0				

9.1*5 MAP END-OF-COURSE Assessment <i>Algebra I</i>							
END-OF-COURSE	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	789-900	30	Annual	10	10	10 points for each annual increase of 3 or more MPI points
	High 2	764-788.9	24	Rolling Average	*	*	*
	Average	739-763.9	18	3 Over 2	*	*	*
	Below Average	714-738.9	12	40 Status points or 50 combined Status and Progress points or 40 combined Status and Progress points <u>and</u> the Gap Bonus are required to meet a standard. Level Not Determined (LND): Zero (0) points will be awarded for grade level data when the LND is exceeded.			
	Floor	600-713.9	0				

9.1*6 MAP GRADE LEVEL 9-11 <i>Communication Arts</i>							
GRADE LEVEL	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	755-900	36	Annual	12 per Increase	24	12 points for each annual increase of 3 or more MPI points..
	High 2	740-754.9	29	Rolling Average	12 for Increase	12	12 points for each rolling average increase of 3 or more MPI points.
	Average	726-739.9	22	3 Over 2			
	Below Average	711-725.9	15	Progress Points for the 3 over 2 method cannot be calculated during the fifth year of 4 th Cycle 40 Status points or 50 combined Status and Progress points or 40 combined Status and Progress points and the Gap Bonus are required to meet a standard are required to meet a standard. Level Not Determined (LND): Zero (0) points will be awarded for grade level data when the LND is exceeded.			
	Floor	600-710.9	0				

9.1*6 MAP END-OF-COURSE Assessment <i>English II</i>							
END-OF-COURSE	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	807-900	30	Annual	10	10	10 points for each annual increase of 3 or more MPI points
	High 2	790-806.9	24	Rolling Average	*	*	*
	Average	773-789.9	18	3 Over 2	*	*	*
	Below Average	756-772.9	12	40 Status points or 50 combined Status and Progress points or 40 combined Status and Progress points <u>and</u> the Gap Bonus are required to meet a standard.. Level Not Determined (LND): Zero (0) points will be awarded for grade level data when the LND is exceeded.			
	Floor	600-755.9	0				

**SUBJECT AREA– SCIENCE, SOCIAL STUDIES and VOLUNTARY END-OF-COURSE
(ENGLISH I, ALGEBRA II, GEOMETRY, AMERICAN HISTORY) BONUS POINT**

SUBJECT AREA BONUS <i>Grade 5 Science</i>			
BONUS POINTS	STATUS		
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned
	High 1	784-900	5
	High 2	761-783.9	4
	Average	738-760.9	3
	Below Average	714-737.9	2
	Floor	600-713.9	0
<p>The average of the status points earned from all Subject Area and Voluntary assessments must be greater than or equal to 3.3 in order to receive one MAP bonus met. Only one bonus met may be earned. The bonus met for Subject Area and Voluntary assessments may only be awarded in place of a MAP standard that is not met.</p> <p>Level Not Determined (LND): Zero (0) points will be awarded for grade level data when the LND is exceeded.</p>			

SUBJECT AREA BONUS <i>Grade 8 Science</i>			
BONUS POINTS	STATUS		
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned
	High 1	763-900	5
	High 2	741-762.9	4
	Average	719-740.9	3
	Below Average	696-718.9	2
	Floor	600-695.9	0
<p>The average of the status points earned from all Subject Area and Voluntary assessments must be greater than or equal to 3.3 in order to receive one MAP bonus met. Only one bonus met may be earned. The bonus met for Subject Area and Voluntary assessments may only be awarded in place of a MAP standard that is not met.</p> <p>Level Not Determined (LND): Zero (0) points will be awarded for grade level data when the LND is exceeded.</p>			

SUBJECT AREA BONUS <i>Biology I</i>			
BONUS POINTS	STATUS		
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned
	High 1	781-900	5
	High 2	759-780.9	4
	Average	737-758.9	3
	Below Average	714-736.9	2
	Floor	600-713.9	0
<p>The average of the status points earned from all Subject Area and Voluntary assessments must be greater than or equal to 3.3 in order to receive one MAP bonus met. Only one bonus met may be earned. The bonus met for Subject Area and Voluntary assessments may only be awarded in place of a MAP standard that is not met.</p> <p>Level Not Determined (LND): Zero (0) points will be awarded for grade level data when the LND is exceeded</p>			

SUBJECT AREA BONUS <i>Government</i>			
BONUS POINTS	STATUS		
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned
	High 1	769 - 900.0	5
	High 2	747 - 768.9	4
	Average	724 - 746.9	3
	Below Average	701 - 723.9	2
	Floor	600 – 700.9	0
<p>The average of the status points earned from all Subject Area and Voluntary assessments must be greater than or equal to 3.3 in order to receive one MAP bonus met. Only one bonus met may be earned. The bonus met for Subject Area and Voluntary assessments may only be awarded in place of a MAP standard that is not met.</p> <p>Level Not Determined (LND): Zero (0) points will be awarded for grade level data when the LND is exceeded</p>			

VOLUNTARY BONUS K-12 Districts *ALGEBRA II, ENGLISH I, GEOMETRY, AMERICAN HISTORY*

VOLUNTARY BONUS K-8 Districts *ALGEBRA I*

BONUS POINTS	STATUS			<p>The average of the status points earned from all Subject Area and Voluntary assessments must be greater than or equal to 3.3 in order to receive one MAP bonus met. Only one bonus met may be earned. The bonus met for Subject Area and Voluntary assessments may only be awarded in place of a MAP standard that is not met.</p> <p>Level Not Determined (LND): Zero (0) points will be awarded for grade level data when the LND is exceeded</p>
	Status Measures		Status Points Earned	
	4.0-5		5	
	3.0-4.9		4	
	2.0-2.9		3	
	1.0-1.9		2	
	0-0.9		0	

Voluntary Bonus ALGEBRA II			Voluntary Bonus ENGLISH I			Voluntary Bonus GEOMETRY			Voluntary Bonus AMERICAN HISTORY		
STATUS			STATUS			STATUS			STATUS		
Status	MPI Score (5-Yr Avg)	Status Points Earned	Status	MPI Score (5-Yr Avg)	Status Points Earned	Status	MPI Score (5-Yr Avg)	Status Points Earned	Status	MPI Score (5-Yr Avg)	Status Points Earned
High 1	775 - 900.0	*	High 1	787 - 900.0	*	High 1	795 - 900.0	*	High 1	755 - 900.0	*
High 2	743 - 774.9	*	High 2	766 - 786.9	*	High 2	764 - 794.9	*	High 2	724 - 754.9	*
Average	711 - 742.9	*	Average	744 - 765.9	*	Average	732 - 763.9	*	Average	693 - 723.9	*
Below Avg.	679 - 710.9	*	Below Avg.	722 - 743.9	*	Below Avg.	700 - 731.9	*	Below Avg.	661 - 692.9	*
Floor	0 - 678.9	*	Floor	0 - 721.9	*	Floor	0 - 699.9	*	Floor	0 - 660.9	*

*Cross Reference Participation Rate for Status Points earned

Participation of 9-12 enrollment for K-12 districts and grade 8 enrollment for K-8 districts

Participation	F	BA	AVG	H2	H1
Under 7.9%	0	0	1	1	2
8% - 15.9%	1	1	2	2	3
16% - 23.9%	2	2	3	4	4
24% +	2	3	4	5	5

9.3 ACT

STATUS			PROGRESS			
Status Measures	% (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	39.1-100%	5	Annual	1 per increase	4	1 point for each annual increase of 1% or more.
High 2	32.8-39.0%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of 1% or more.
Average	26.6-32.7%	3	3 Over 2	2	2	2 points for an increase of 2% or more (latest three years averaged compared with the first two years averaged). @
Below Average	20.3-26.5%	2	Status: % of graduates scoring at or above the national average on the ACT. 4 points must be earned from either status or status and progress combined for a standard to be met. @ - 3 Over 2 - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years.			
Floor	0-20.2%	0				

9.4*1 Advanced Courses

STATUS			PROGRESS			
Status Measures	% 5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	48.9-100%	5	Annual	1 per increase	4	1 point for each annual increase of 2% or more.
High 2	43.5-48.8%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of 2% or more.
Average	38.0-43.4%	3	3 Over 2	2	2	2 points for an increase of 5% or more (latest three years averaged compared with the first two years averaged). @
Below Average	32.5-37.9%	2	Combined: If the % of juniors and seniors credits earned in advanced and career education courses combined (Standards 9.4*1 and 9.4*2) are at or above the required Combined percentage, both standards are considered met. 4 points must be earned from either status or status and progress combined for a standard to be met. @ - 3 Over 2 - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years.			
Floor	0-32.4%	0				
Combined	58.2-100%	4				

9.4*2 Career Education Courses						
STATUS			PROGRESS			
Status Measures	% (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	29.2-100%	5	Annual	1 per increase	4	1 point for each annual increase or 1% or more.
High 2	23.5-29.1%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of 1% or more.
Average	17.9-23.4%	3	3 Over 2	2	2	2 points for an increase of 3% or more (latest three years averaged compared with the first two years averaged). @
Below Average	12.3-17.8%	2	Combined: If the % of juniors and seniors credits earned in advanced and career education courses combined (Standards 9.4*1 and 9.4*2) are at or above the required Combined percentage, both standards are considered met. 4 points must be earned from either status or status and progress combined for a standard to be met. @ - 3 Over 2 - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years.			
Floor	0-12.2%	0				
Combined	58.2-100%	4				

9.4*3 College Placement						
STATUS			PROGRESS			
Status Measures	% (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	73.1-100%	5	Annual	1 per increase	4	1 point for each annual increase of 1% or more.
High 2	65.8-73.0%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of 1% or more.
Average	58.5-65.7%	3	3 Over 2	2	2	2 points for an increase of 5% or more (latest three years averaged compared with the first two years averaged). @
Below Average	51.2-58.4%	2	Combined: If the % of graduates entering college and the percent of career education graduates entering the military or employed in a related field are at or above the required Combined percentage, both standards are considered met. 4 points must be earned from either status or status and progress combined for a standard to be met. @ - 3 Over 2 - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years.			
Floor	0-51.1%	0				
Combined	82.8-100%	4				

9.4*4 Career Education Placement						
STATUS			PROGRESS			
Status Measures	% (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	88.7-100%	5	Annual	1 per increase	4	1 point for each annual increase of 1% or more.
High 2	82.3-88.6%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of 1% or more.
Average	75.9-82.2%	3	3 Over 2	2	2	2 points for an increase of 5% or more (latest three years averaged compared with the first two years averaged). @
Below Average	69.5-75.8%	2	Combined: If the % of graduates entering college and the percent of career education graduates entering the military or employed in a related field are at or above the required Combined percentage, both standards are considered met. 4 points must be earned from either status or status and progress combined for a standard to be met. @ - 3 Over 2 - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years.			
Floor	0-69.4%	0				
Combined	82.8-100%	4				

9.5 Graduation Rate						
STATUS			PROGRESS			
Status Measures	% (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	93.7-100%	5	Annual	1 per increase	4	1 point for each annual increase of 1% or more.
High 2	89.6-93.6%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of 1% or more.
Average	85.6-89.5%	3	3 Over 2	2	2	2 points for an increase of 5% or more (latest three years averaged compared with the first two years averaged). @
Below Average	81.5-85.5%	2	Graduation rate: Graduates/Graduates + Cohort Dropouts 4 points must be earned from either status or status and progress combined for a standard to be met. @ - 3 Over 2 - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years.			
Floor	0-81.4%	0				

9.6 Attendance Rate

STATUS			PROGRESS			
Status Measures	% 5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	95.1-100%	5	Annual	1 per increase	4	1 point for each annual increase of .5% or more at the K-12 grade span. * No more than one year at a level (K-8, 9-12, or combined) may be below 90% during the past five years.
High 2	94.4-95.0%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of .5% or more at the K-12 grade span. * No more than one year at a level (K-8, 9-12, or combined) may be below 90% during the past five years.
Average	93.6-94.3%	3	3 Over 2	2	2	2 points for an increase of .7% or more at the K-12 grade span (latest three years averaged compared with the first two years averaged). @
Below Average	92.9-93.5%	2	4 points must be earned from either status or status and progress combined for a standard to be met. @ - 3 Over 2 - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years.			
Floor	0-92.8%	0				

9.7 Subgroup Achievement

STATUS			The number of AYP subgroups the district is accountable for in Mathematics and Communication Arts combined is compared with the number of AYP subgroups met.
Status Measures	Percent of Subgroups Met	Status Points Earned	
High 1	75.0-100%	5	
High 2	50-74.9%	4	

9.6 Attendance Rate (K-8 DISTRICTS ONLY)						
STATUS			PROGRESS			
Status Measures	% 5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	95.1-100%	5	Annual	1 per increase	4	1 point for each annual increase of .5% or more at the K-8 grade span. * No more than one year at a level (K-8, 9-12, or combined) may be below 90% during the past five years.
High 2	94.4-95.0%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of .5% or more at the K-8 grade span. * No more than one year at a level (K-8, 9-12, or combined) may be below 90% during the past five years.
Average	93.6-94.3%	3	3 Over 2	2	2	2 points for an increase of .7% or more at the K-8 grade span (latest three years averaged compared with the first two years averaged). @
Below Average	92.9-93.5%	2	4 points must be earned from either status or status and progress combined for a standard to be met. @ - 3 Over 2 - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years.			
Floor	0-92.8%	0				

10.1 Grade Point Average (GPA) K-8 DISTRICTS ONLY						
STATUS			PROGRESS			
Status Measures	Difference K-8 and K-12 GPA (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	.268 - .400	5	Annual	1 per increase	4	1 point for each annual increase of .1 or more in the K-8 (sending) district's GPA.
High 2	.113 - .267	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of .1 or more in the K-8 (sending) district's GPA.
Average	-.041 - .112	3	3 Over 2	2	2	2 points for an increase of .2 or more (latest three years averaged compared with the first two years averaged) in the K-8 (sending) district's GPA. @
Below Average	-.196 - -.042	2	See pages 23 and 24 for more information regarding Status. 4 points must be earned from either status or status and progress combined for a standard to be met. @ - 3 Over 2 - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years.			
Floor	-4 - -.197%	0				
Alt. High	See Note**	4 or 5	**5 points if the GPA of the K-8 (sending) district is greater than the GPA of the K-12 (receiving) district in four out of five years. 4 points if the K-8 GPA is greater than the K-12 GPA in three out of five years.			

K-12 DISTRICT SUMMARY EXAMPLE

2010 4th CYCLE DISTRICT SUMMARY OF ANNUAL PERFORMANCE REPORT (APR)

County/District Code:

K-12 District

DATE:

District Name:

MSIP Standard/ Indicator	GRADE SPAN		GRADE LEVEL		Total Points Earned					Points Req	Met/Not Met
	Status Points	Progress Points	Status Points	Progress Points**	Grade Span		Grade Level		Gap Bonus		
					Status	Progress	Status	Progress*			
9.1*1 MAP Grades 3-5 Mathematics	High 1= High 2= Avg= Blw Avg= Floor=	Annual = Rlng Avg = 3 Over 2 =	High 1= High 2= Avg= Blw Avg= Floor=	Annual = Rlng Avg = 2 Over 2 =						40 Status	
					STATUS TOTAL=					50 Status + Progress	
					STATUS & PROGRESS TOTAL =					40 Status + Progress + Bonus=Y	
9.1*2 MAP Grades 3-5 Communication Arts	High 1= High 2= Avg= Blw Avg= Floor=	Annual = Rlng Avg = 3 Over 2 =	High 1= High 2= Avg= Blw Avg= Floor=	Annual = Rlng Avg = 2 Over 2 =						40 Status	
					STATUS TOTAL =					50 Status + Progress	
					STATUS & PROGRESS TOTAL =					40 Status + Progress + Bonus=Y	
9.1*3 MAP Grades 6-8 Mathematics	High 1= High 2= Avg= Blw Avg= Floor=	Annual = Rlng Avg = 3 Over 2 =	High 1= High 2= Avg= Blw Avg= Floor=	Annual = Rlng Avg = 2 Over 2 =						40 Status	
					STATUS TOTAL =					50 Status + Progress	
					STATUS & PROGRESS TOTAL =					40 Status + Progress + Bonus=Y	
9.1*4 MAP Grades 6-8 Communication Arts	High 1= High 2= Avg= Blw Avg= Floor=	Annual = Rlng Avg = 3 Over 2 =	High 1= High 2= Avg= Blw Avg= Floor=	Annual = Rlng Avg = 2 Over 2 =						40 Status	
					STATUS TOTAL =					50 Status + Progress	
					STATUS & PROGRESS TOTAL=					40 Status + Progress + Bonus=Y	

MSIP Standard/ Indicator	GRADE LEVEL		EOC		Total Points Earned				Points Req	Met/Not Met
	Status Points	Progress Points	Status Points	Progress Points	Grade Level		EOC			
					Status	Progress	Status	Progress		
9.1*5 EOC Algebra I Mathematics	High 1= High 2= Avg= Blw Avg= Floor=	Annual = Rlng Avg =	High 1= High 2= Avg= Blw Avg= Floor=	Annual =					40 Status	
					STATUS TOTAL =				50 Status + Progress	
					STATUS & PROGRESS TOTAL =					
9.1*6 EOC English II Communication Arts	High 1= High 2= Avg= Blw Avg= Floor=	Annual = Rlng Avg =	High 1= High 2= Avg= Blw Avg= Floor=	Annual =					40 Status	
					STATUS TOTAL =				50 Status + Progress	
					STATUS & PROGRESS TOTAL =					
BONUS MAP ACHIEVEMENT										

SUBJECT AREA AND VOLUNTARY EOC BONUS POINT

MSIP Standard/Indicator	Status Points	Total Points Earned	Average	Average Points Req	Met/Not Met
Grade 5 Science	High 1= High 2= Avg= Blw Avg= Floor=				
Grade 8 Science	High 1= High 2= Avg= Blw Avg= Floor=				
Biology Science	High 1= High 2= Avg= Blw Avg= Floor=				
Government Social Studies	High 1= High 2= Avg= Blw Avg= Floor=				
Algebra II Mathematics	High 1= High 2= Avg= Blw Avg= Floor=				
English I Communication Arts	High 1= High 2= Avg= Blw Avg= Floor=				
Geometry Mathematics	High 1= High 2= Avg= Blw Avg= Floor=				
American History Social Studies	High 1= High 2= Avg= Blw Avg= Floor=				
TOTAL POINTS				3.3	

MSIP Standard/Indicator	Status Points	Progress Points	Total Points Earned			Points Required (Minimum)	Met/Not Met
			Status	Progress	Status + Progress	Status + Progress	
9.3 ACT	High 1= High 2= Avg= Blw Avg= Floor=	Annual = Rlng Avg = 3 Over 2 =				4	
9.4*1 Advanced Courses	High 1= High 2= Avg= Blw Avg= Floor= Combined =	Annual = Rlng Avg = 3 Over 2 =				4	
9.4*2 Career Education Courses	High 1= High 2= Avg= Blw Avg= Floor= Combined =	Annual = Rlng Avg = 3 Over 2 =				4	
9.4*3 College Placement	High 1= High 2= Avg= Blw Avg= Floor= Combined =	Annual = Rlng Avg = 3 Over 2 =				4	
9.4*4 Career Education Placement	High 1= High 2= Avg= Blw Avg= Floor= Combined =	Annual = Rlng Avg = 3 Over 2 =				4	
9.5 Graduation Rate	High 1= High 2= Avg= Blw Avg= Floor=	Annual = Rlng Avg = 3 Over 2 =				4	
9.6 Attendance Rate	High 1= High 2= Avg= Blw Avg= Floor=	Annual = Rlng Avg = 3 Over 2 =				4	
9.7 Subgroup Achievement	=			NA		4	

Total Standards Met	
Performance Accreditation Rating	

K-8 DISTRICT SUMMARY EXAMPLE
2010 4TH CYCLE DISTRICT SUMMARY OF ANNUAL PERFORMANCE REPORT (APR)

DATE

District Name:

County/District Code:

MSIP Standard/Indicator	GRADE SPAN		GRADE LEVEL		Total Points Earned					Points Req	Met/Not Met
	Status Points	Progress Points	Status Points	Progress Points	Grade Span		Grade Level		GAP Bonus		
					Status	Progress	Status	Progress*			
9.1*1 MAP Grades 3-5 Mathematics	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 3 Over 2=	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 2 Over 2 =						40 Status	
					STATUS TOTAL =					50 Status + Progress	
					STATUS & PROGRESS TOTAL =					40 Status + Progress + Bonus=Y	
9.1*2 MAP Grades 3-5 Communication Arts	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 3 Over 2=	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 2 Over 2 =						40 Status	
					STATUS TOTAL =					50 Status + Progress	
					STATUS & PROGRESS TOTAL =					40 Status + Progress + Bonus=Y	
9.1*3 MAP Grades 6-8 Mathematics	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 3 Over 2=	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 2 Over 2 =						40 Status	
					STATUS TOTAL =					50 Status + Progress	
					STATUS & PROGRESS TOTAL =					40 Status + Progress + Bonus=Y	
9.1*4 MAP Grades 6-8 Communication Arts	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 3 Over 2=	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 2 Over 2 =						40 Status	
					STATUS TOTAL =					50 Status + Progress	
					STATUS & PROGRESS TOTAL=					40 Status + Progress + Bonus=Y	
BONUS MAP ACHIEVEMENT											

SUBJECT AREA AND VOLUNTARY EOC BONUS POINTS

MSIP Standard/Indicator	Status Points	Total Points Earned	Average	Average Points Required	Met/Not Met
Grade 5 Science	High 1= High 2= Avg= Blw Avg= Floor=				
Grade 8 Science	High 1= High 2= Avg= Blw Avg= Floor=				
Algebra I Mathematics	High 1= High 2= Avg= Blw Avg= Floor=				
TOTAL POINTS				3.3	

MSIP Standard/Indicator	Status Points	Progress Points	Total Points Earned			Points Required (Minimum)	Met/Not Met
			Status	Progress	Status + Progress	Status + Progress	
9.6 Attendance Rate	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 3 Over 2=				4	
9.7 Subgroup Achievement	High 1= High 2=					4	
10.1 Grade Point Average	High 1= High 2= Avg= Blw Avg= Floor= High 5=	Annual= Rlng Avg= 3 Over 2=				4	

Total Standards Met	
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Procedures for Making Corrections

Districts have the opportunity throughout the year to make current and prior year corrections to performance data reported in the Core Data Collection System. For 2008 June Cycle data to present, updates should be made to the student level data through the MOSIS data collection system. Each year, when the preliminary APRs are generated, districts are notified of the data correction window. Changes made after the data correction window ends are not reflected in Final Annual Performance Reports. Districts being considered for classification by the State Board of Education undergo an internal data review before data are presented to the State Board of Education. The data review identifies potential errors in data, inconsistent data trends, and areas in which the district may need to provide detailed supporting data. Districts must use consistent data collection/reporting methodology for all performance standards. Therefore, when a change in methodology occurs, the district must apply the same methodology to all five years of data being analyzed. When districts identify errors in data not available via the Core Data Collection System, the district must demonstrate that all five years of data have been analyzed for accuracy. Please contact the Accountability Data Section at (573) 526-4886 for more information on making historical data corrections.

NOTES

General

For K-12 districts, 14 fourteen performance standards are measured on the 2010 APR. Districts may meet the additional Bonus Achievement Standard as long as the total number of standards met does not exceed 14. For K-8 Districts, (7) seven performance standards are measured on the 2010 APR.

Districts may meet the additional Bonus Achievement Standard as long as the total number of standards met does not exceed 7.

Bonus MAP Achievement Standard

- Bonus standard “met” applies to any “not met” standard
- K-12 districts may not exceed 14 total standards met; K-8 districts may not exceed 7 total standards met

Status and Progress measures are applied to performance standards when applicable.

Gap Bonus Points

- For each 9.1*1-9.1*6 MAP standard, districts have the opportunity to earn Gap Bonus Points toward meeting the MAP Standard. The Gap Bonus Points allow for another opportunity for districts to meet each MAP standard.
 1. 40 Status Points = Met
 2. 50 Status + Progress Points = Met
 3. 40 Status + Progress Points + Gap Bonus = Met
- Districts have the opportunity to earn bonus credit toward meeting a 9.1*1-9.1*6 MAP standard, using either a comparison of the MAP improvement of their minority population or their free and reduced-price lunch population with the state majority. **If either of the following conditions is considered “Met”, the district may meet the MAP standard IF the district has earned at least 40 Status + Progress points.**
 1. The MAP scores of minority groups that include 20 or more students are aggregated to create an MPI for the minority population. The MAP improvement of the district’s minority population from 2009 to 2010 is compared with that of the improvement of the state majority from 2009 to 2010. The bonus provision is considered “Met” if the improvement of the district’s minority population is greater than the improvement of the state majority. The Gap Bonus “Met” does not mean the MAP standard is “Met”. The district still must earn at least 40 Status + Progress points in order to meet the MAP standard.

If the district’s free and-reduced lunch population includes 20 or more students, the MPI improvement of those students from 2009 to 2010 is compared with the improvement of the state non-free and reduced-price lunch population. The bonus provision is considered “Met” if the improvement of the district’s free and reduced-price lunch population is greater than the improvement of the state non-free and reduced-price lunch population. The Gap Bonus “Met” does not mean the MAP standard is “Met”. The district still must earn at least 40 Status + Progress points in order to meet the MAP standard.

Changes for 2010

Standards 9.1*1 – 9.1*4

- Progress points for a 3 over 2 method will be awarded for MAP grade-level data during the fourth year of 4th Cycle since five years of grade-level data are now available.

Standards 9.1*5 and 9.1*6

- Grade Span data (2001-2005) will not be used in the 9.1*5 nor the 9.1*6 calculation on the 2010 APR.

Science and Social Studies

- The American Government End of Course data will be incorporated into the Bonus Provision on the 2010 APR. . See the Scoring Guide section to see how a district can earn a bonus met.
- The 2008 - 2010 grade 5 and 8 Science data and 2009-2010 Biology I data will be incorporated into the Bonus Provision on the 2010 APR . See the Scoring Guide section to see how a district can earn a bonus met.

Voluntary EOCs

The Voluntary end-of-course data will be incorporated into the Bonus Provision on the 2010 APR. See the Scoring Guide section to see how a district can earn a bonus met. Algebra I end-of-course data will be incorporated into the Bonus Provision for K-8 districts on the 2010 APR. See the Scoring Guide section to see how a district can earn a bonus met.

Performance Worksheets

Updated Performance Worksheets are available on-line at: <http://dese.mo.gov/divimprove/sia/dar/>.

Procedures for Making Corrections

Please see the section in the document titled “Procedures for Making Corrections” on page 52

Performance Accreditation Levels

Accreditation levels and review types are as follows:

***A district must meet at least one MAP standard to be provisionally accredited.**

Accreditation Status	Accredited		Provisional Full Review	Unaccredited Full Review
	Mini Review Full Waiver	Targeted Review Limited Waiver		
K-12 Districts	12+ Met	9-11 Met	6-8 Met	1-5 Met
K-8 Districts	6+ Met	5 Met	4 Met	1-3 Met

Accreditation levels may change as more data becomes available.

Distinction in Performance

K-12 School Districts must meet at least thirteen out of fourteen performance standards, including all six MAP standards (9.1*1-9.1*6). The Bonus MAP Achievement Standard will be considered in place of a MAP or non-MAP performance standard that is “not met”. Subject Area and Voluntary EOC Bonus Points will **not** be considered for Distinction in Performance.

K-8 School Districts must meet at least six out of seven performance standards, including all four MAP standards (9.1*1-9.1*4). The Bonus MAP Achievement Standard will be considered in place of a MAP or non-MAP performance standard that is “not met”. Subject Area and Voluntary EOC Bonus Points will **not** be considered for Distinction in Performance.

End-of-Course Assessments

- Students taking Algebra I prior to the 9th grade will take BOTH the grade-level MAP and Algebra I end-of-course exams. For APR purposes, the grade-level MAP score will be used in the corresponding standard; the Algebra I score will be used in the Algebra I standard. For AYP accountability, see the *Understanding Your AYP* document.
- 2009-2010 was the first mandatory testing year for the Government end-of-course assessment. Data from this assessment are incorporated in the APR as a bonus provision.
- Algebra II, Geometry, English I, and American History became operational and available to districts at no cost in 2009-2010. Data from these assessments are incorporated in the APR as a bonus provision. This bonus provision is awarded based on a combination of successful completion and participation percentage.
- Data for students taking the Algebra I EOC in a K-8 district are incorporated in the K-8 district's APR as a bonus provision.
- The accountability year begins with the summer administration of the end-of-course assessments.